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ABSTRACT

A COMPREHENSIVE MASTER PLAN IS PRESENTED FOR MIDWEST CITY JUNIOR COLLEGE IN OKLAHOMA. IN THE PRESENTATION OF AN EDUCATIONAL OUTLINE, CONSIDERATION IS GIVEN TO--(1) INSTITUTIONAL PHILOSOPHY, (2) ENROLLMENT PROJECTIONS, (3) EDUCATIONAL PROGRAMS, (4) DEGREES AND CERTIFICATES, (5) STAFF AND FACULTY PROJECTIONS, AND (6) SPACE PROJECTIONS. THE PLAN FOR PHYSICAL DEVELOPMENT IS PRESENTED, GIVING EMPHASIS TO--(1) PROGRAM IMPLICATIONS, (2) SITE ANALYSIS, (3) PLAN PRECEPTS, AND (4) IMPLEMENTATION. PERTINENT PLANNING DATA ARE PRESENTED IN THE APPENDIX. (FS)

ED036121

MIDWEST CITY JUNIOR COLLEGE

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Bishop & Quinn, Architects
Caudill Rowlett Scott, Consultant Architects

The Comprehensive Master Plan for Midwest City Junior College is a result of the combined efforts of the Administration of the College, the members of the Board of Trustees of the College and the Architects.

We wish also to express appreciation to the Chancellor and Staff of the Oklahoma State Regents for Higher Education for their counsel during the preliminary stage of development.

October 31, 1968

EF 004 037

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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The Midwest City Junior College is newly created and now in the process of development. The college came into being as a result of the people's interest in providing education beyond the high school for all the people in the area represented by the college. For some five or six years, the educational leaders, the Chambers of Commerce, business and industry have been exploring the idea of establishing a junior college within this area.

The Thirty-First Oklahoma Legislature enacted Senate Bill No. 2 which was enabling legislation for the creation of community junior colleges under criteria established by the State Regents for Higher Education. This provided the opportunity that the people of this community had been seeking to establish a junior college in their area. Under the provision of this act, the governing board of Midwest City Independent School District No. 52, Oklahoma County, Oklahoma, in July, 1967, petitioned the State Regents for Higher Education to conduct a survey leading toward the establishment of a junior college in the Midwest City-Del City area. This petition was accepted; the feasibility survey was made; and, it was determined that a community junior college in this area was feasible.

On June 18, 1968, an election was called; and, the people of the proposed district, by their vote, gave approval for the establishment of the college.

Four members of the seven-member Board of Trustees were appointed by the Governor of the State; and they, in turn, on August 21, 1968, appointed three members as provided by law completing the seven-member Board of Trustees.

In September, the members of the Board named a Resident Consultant for planning to serve during the period of development of the college.

Also, in September, the firm of Bishop and Quinn of Midwest City was named as architects.

In October, the Board approved a fifty-eight acre site for the college; and, the Consultant and Architects began the development of a master plan for the college covering a fifteen-year period.

FOREWORD

EDUCATIONAL OUTLINE

Because the greatest resource in today's society is the individual members who comprise it, the Midwest City Junior College is dedicated to the principle of educating each individual to the limits of his capacity. To the extent that each citizen measures up to his highest potential, the society will be enabled to progress. Therefore, the college commits itself to provide a two-year comprehensive, post-secondary program of education designed to identify and meet the needs of individuals at every economic and social level.

We also believe that a community college should be concerned with the welfare of the total community, offering those educational and community service programs best calculated to improve the intellectual, physical, economic, political, and moral environment of the society.

As an educational institution devoted to rational purposes, the college will seek to set a high example for other organizations in the society, formulating its goals and settling its differences through democratic and peaceful processes.

As a public agency created to serve the legitimate needs of individuals and society alike, the college pledges to serve the needs of its constituency through the provision of round-the-clock and around-the-calendar service, in order that the resources of the institution might be utilized to their fullest potential.

As an urban institution in an urban community, the college will strive to inculcate in its students an appreciation for the contributions which the city has made to civilization, and to develop within them a sense of responsibility for making urban life more meaningful and enjoyable.

As an institution whose functions include the transmission of knowledge from one generation to another, the college affirms its responsibility for teaching those ideas and ideals from the past which give meaning to the present and upon which the stability of the future is based.

As an institution preparing students for employment, the college will seek to affirm the dignity of labor in all manpower fields and in the pursuit of all worthwhile social activities.

As an educational agency which exists to prepare young people and adults to live in an uncertain future, the college recognizes that its students must be prepared in such a way that they will continue to learn throughout life. In like manner, the institution also recognizes that programs of adult and continuing education must be provided as a part of the college's regular offering.

It is axiomatic that no social institution can be all things to all men, nor can a single institution be equally effective in the achievement of all its purposes; therefore, the college will strive to establish meaningful priorities among those goals and programs

INSTITUTIONAL PHILOSOPHY

competing for its attention. The following statement of functions is an attempt to specify those programs and activities which are considered to be of special significance in the implementation of the institutional philosophy:

1. To provide a comprehensive, two-year post-high school program of education for the citizens of the Midwest City Junior College district, and for students from outside the district, as resources will allow.

2. To provide a general education to all students having as its goal to make the individual a happier and more useful citizen in society.

3. To provide two-year programs of education in the liberal arts and sciences, culminating in awarding of the Associate in Arts and Associate in Science degrees.

4. To provide a wide range of vocational and technical programs for students who will terminate their formal study at the end of two years or less to seek employment in the various job fields, with students completing such programs to be awarded the Associate in Applied Science degree, or an appropriate certificate of accomplishment.

5. To provide a quality transfer program which will include a wide range of liberal arts and pre-professional subjects that will enable the individual completing such a course to transfer to a four-year college and pursue his major to the completion of a baccalaureate or professional degree.

6. To provide continuing education in the community. The object of this program will be to serve the needs of young and older adults to improve themselves on the job, to advance in their positions and for self satisfaction in further education.

7. To provide a program of remedial education for young people and adults whose previous educational experiences have not fitted them to achieve at collegiate levels.

8. To provide complete and effective guidance services for students.

9. To provide a balanced program of student activities for the development of personality, social living, and effective citizenship.

10. To provide a program of services designed to improve the cultural, economic, and social environment of the community.

INSTITUTIONAL PHILOSOPHY

Student enrollment projections are based upon the feasibility study accomplished by the State Regents' staff working with its consultants. Based upon this study, we predict an enrollment by 1975 of 1,000 students; by 1980, 2,000 students; and, by 1985, a student population of 3,000.

Some of the factors on which this projection is based are: *

1. The diversified educational program aimed at serving the total educational needs of the community. This program provides an opportunity for all the people to participate in the educational opportunities offered.

2. It was found that over a five-year period from 1958 to 1963, the high school graduates of Independent School District No. 52 increased by 47%. In the next five-year period, from 1963 to 1968, it is estimated that the high school graduates would represent an increase of 41%; and, that by the spring of 1974, there will be an additional increase of 30%.

   Midwest City Junior College district has in its area the vast Tinker Air Force Base establishment. The area is a rapidly growing and developing area both in business and industry. For this reason we believe the percentage of increase in the number of high school graduates in this area will continue. With a program developed to serve the diversity of needs of such an area, we believe that the enrollment projections under this fifteen-year period are conservatively realistic.

3. The Midwest City Junior College area currently sends approximately 55% of its graduates to college compared with the State average of 65%. It is believed that the establishment of a local junior college in the Midwest City area would bring the college-going graduates up to or in excess of the average State going rate.

4. The college is being organized to operate on a trimester basic offering both day and evening classes. This will contribute to the increased number of people from the area going to college. There is within the newly created community college district some six other high schools within commuting distance of the college. It is anticipated that up to 20% of the enrollment may well come from these commuting areas.

STUDENT ENROLLMENT PROJECTIONS

5. The standards for admission to universities and the four-year colleges are being raised effective the fall term of 1968. Midwest City Junior College is developing as an open-door institution; and, it is reasonably expected that a number of students who might not meet the entrance requirements of these other institutions will choose to enroll in the local school. There is, too, a large reservoir of recent high school graduates composed of housewives, part time workers, and returning servicemen who have not previously enrolled in college who will contribute to the projected enrollment of the Midwest City Junior College.

*We wish to give recognition to the 1967 report of the feasibility survey made by the State Regents staff.

STUDENT ENROLLMENT PROJECTIONS

The college is being developed as a comprehensive junior college. To accomplish the purpose of serving the needs of the community, the programs of study listed below are projected for the initial enrollment of 1000 FTE students and for subsequent enrollments. (Phase I - 1000 FTE: Phase II - 2000 FTE: Phase III - 3000 FTE.)

Liberal Arts and Pre-Professional Programs

Programs under this heading include two-year curriculums designed to culminate in the awarding of the associate degree, as well as those which will allow students to transfer to four-year colleges and universities and pursue the baccalaureate and/or a professional degree.

Phase I

Architecture
Business
Engineering
Home Economics
Liberal Arts and Sciences
Music/Music Education
Pre-Medical
Public Services

Phase II & III

Agriculture
  Animal Science
  Agronomy
Pre-Law
Pre-Veterinary Medicine
Teacher Education
  Pre-Elementary
  Pre-Secondary
Communications

Vocational and Technical Programs

Programs under this heading include those designed for students who will terminate their formal study at the end of two years or less and who plan to seek employment following their formal study and training. These programs will culminate either in the awarding of the associate degree or an appropriate certificate of accomplishment.

Phase I

Aeronautical Technology
Data Processing
Electronics
Secretarial Science

Phase II & III

Traffic Control Technology
Chemical Technology
Industrial Technology
Electricity
Woodworking
Manufacturing
Refrigeration and Air Conditioning
Automotive
Welding
Maintenance Mechanics

EDUCATIONAL PROGRAMS

Health and Human Service Programs

Programs under this heading are those designed to prepare young people and adults for the health service fields. Certain of these programs will culminate in the awarding of the associate degree, while others will be designed as short-course offerings or one-year programs culminating in the awarding of a certificate of accomplishment.

Phase I

Dental Technology
Practical Nursing
Medical Records Technology

Phase II & III

Recreation Therapist Assistant
Optician
Surgical Technician
Certified Library Assistant
Teaching Aides
Community Service Programs

Adult Education and Community Service Programs

Programs under this heading will normally be those of a short-term nature designed to broaden the horizons, deepen the understandings, sharpen the skills or develop new skills or understandings on the part of those participating. These programs will normally culminate in the awarding of an appropriate certificate of accomplishment.

Programs to fulfill special needs of the people in the community.

EDUCATIONAL PROGRAMS

The Midwest City Junior College proposes to award the following degrees and other forms of academic recognition to be conferred upon those students successfully completing the educational programs approved to be offered at the institution:

Associate in Arts

Those students who successfully complete an approved two-year program with major emphasis in a liberal arts field will be awarded the Associate in Arts degree.

Associate in Science

Those students who successfully complete an approved two-year program with major emphasis in engineering or physical and biological science will be awarded the Associate in Science degree.

Associate in Applied Science

Those students who successfully complete an approved two-year program with emphasis in a vocational-technical field will be awarded the Associate in Applied Science degree.

Certificate of Accomplishment

Those students successfully completing an approved program of less than degree length will be awarded an appropriate certificate of accomplishment.

DEGREES AND CERTIFICATES

1. For the first phase, the following administrative staff and faculty is projected:

   A. ADMINISTRATIVE STAFF
      1. President of the College,
      2. Vice President for Administration and Finance,
      3. Dean of Instruction,
      4. Registrar,
      5. Dean of Students,
      6. Dean of Men,
      7. Dean of Women,
      8. Student Counselors, two, and

   B. FACULTY - Instructors, 40.

2. For the second phase:

   A. ADMINISTRATIVE STAFF
      1. President of the College,
      2. Vice President for Administration and Finance,
      3. Dean of Instruction,
      4. Registrar,
      5. Dean of Students,
      6. Dean of Men,
      7. Dean of Women,
      8. Student Counselors, three, and

   B. FACULTY - Instructors, 60.

3. For the third phase:

   A. ADMINISTRATIVE STAFF
      1. President of the College,
      2. Vice President for Administration,
      3. Vice President for Finance,
      4. Dean of Instruction,
      5. Registrar,
      6. Dean of Students,
      7. Dean of Men,
      8. Dean of Women,
      9. Student Counselors, four, and

   B. FACULTY - Instructors, 100.

STAFF AND FACULTY PROJECTIONS

The following table summarizes space requirements for the three enrollment levels. The instructional areas shown for Phase I were determined by the actual contact hour demand for students projected to be enrolled in the programs offerred in this initial phase. Data can be found in the appendix which shows the means by which the spaces were projected.

Areas for Phase II and Phase III were derived from the experience of a number of similar junior colleges at the respective enrollment levels and are sufficiently accurate for master planning purposes. A detailed analysis of space requirements will be made at each subsequent construction phase.

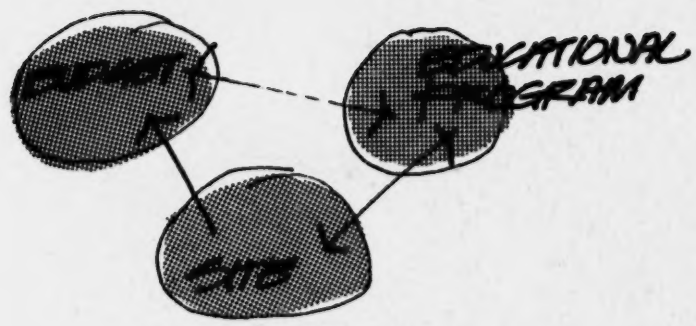
	Phase I 1000 FTE	Phase II 2000 FTE	Phase III 3000 FTE
General Instructional Facilities	9,555 SF	14,835 SF	26,265 SF
Science Labs	4,000 SF	5,400 SF	9,400 SF
Vo-Tech Labs	14,020 SF	20,000 SF	30,000 SF
Fine Arts Labs	5,525 SF	5,525 SF	8,725 SF
Business Labs	1,000 SF	2,000 SF	3,000 SF
Physical Education	16,665 SF	21,465 SF	36,265 SF
Library	13,860 SF	27,625 SF	40,815 SF
Administration	5,480 SF	8,205 SF	11,250 SF
Counseling	(580 SF)	(880 SF)	(1,300 SF)
Health	(580 SF)	(580 SF)	(700 SF)
Administrative Offices	(4,320 SF)	(6,745 SF)	(9,250 SF)
Faculty Offices	4,825 SF	10,325 SF)	15,490 SF
Study Facilities	3,840 SF	7,200 SF	10,500 SF
Building Services	3,990 SF	5,000 SF	10,000 SF
Little Theater			8,900 SF
TOTAL NET AREAS	82,760 SF	127,580 SF	210,610 SF
*TOTAL GROSS AREAS	127,300 SF	196,200 SF	310,000 SF
Student Center (Net)	15,355 SF	25,300 SF	37,000 SF
(Gross)	21,935 SF	36,142 SF	52,857 SF

* Little Theater and Student Center @70/30, all other facilities at 65/35

NOTE: Expansion of Academic space is based upon 70% Transfer and 30% Career as established for the initial phase.

	SITE DEVELOPMENT		
Parking	6.8 Acres	13.6 Acres	20.4 Acres
Physical Ed. Fields	5.9 Acres	11.8 Acres	17.7 Acres
TOTAL	13.4 Acres	26.8 Acres	40.2 Acres

SPACE PROJECTION

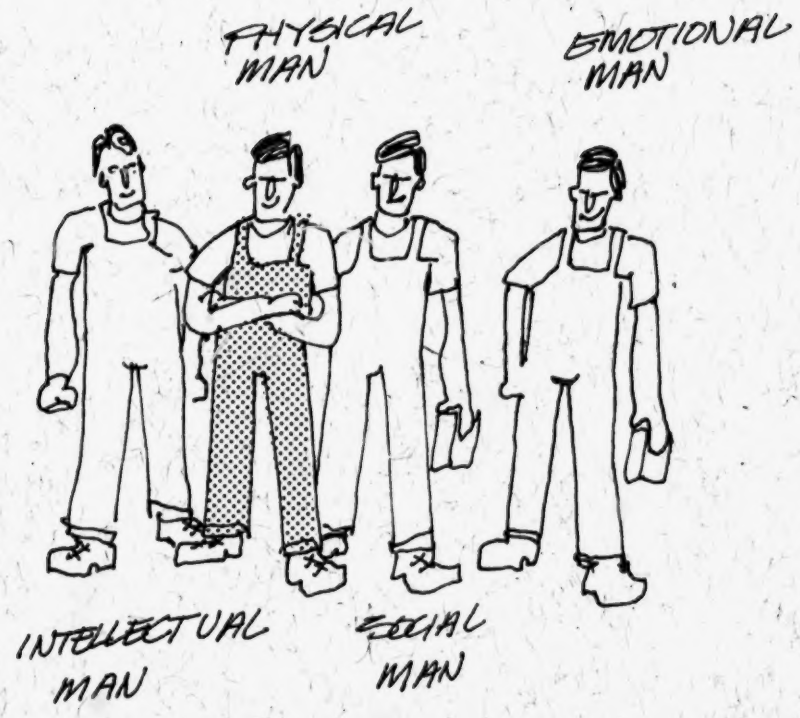


THE CAMPUS PLAN IS AN ORGANIZATION OF THE PHYSICAL FACILITIES IN RESPONSE TO THE EDUCATIONAL PHILOSOPHIES AND PROGRAMS OF THE COLLEGE, TO THE SITE LIMITATIONS AND ASSETS, AND TO THE BUDGET.

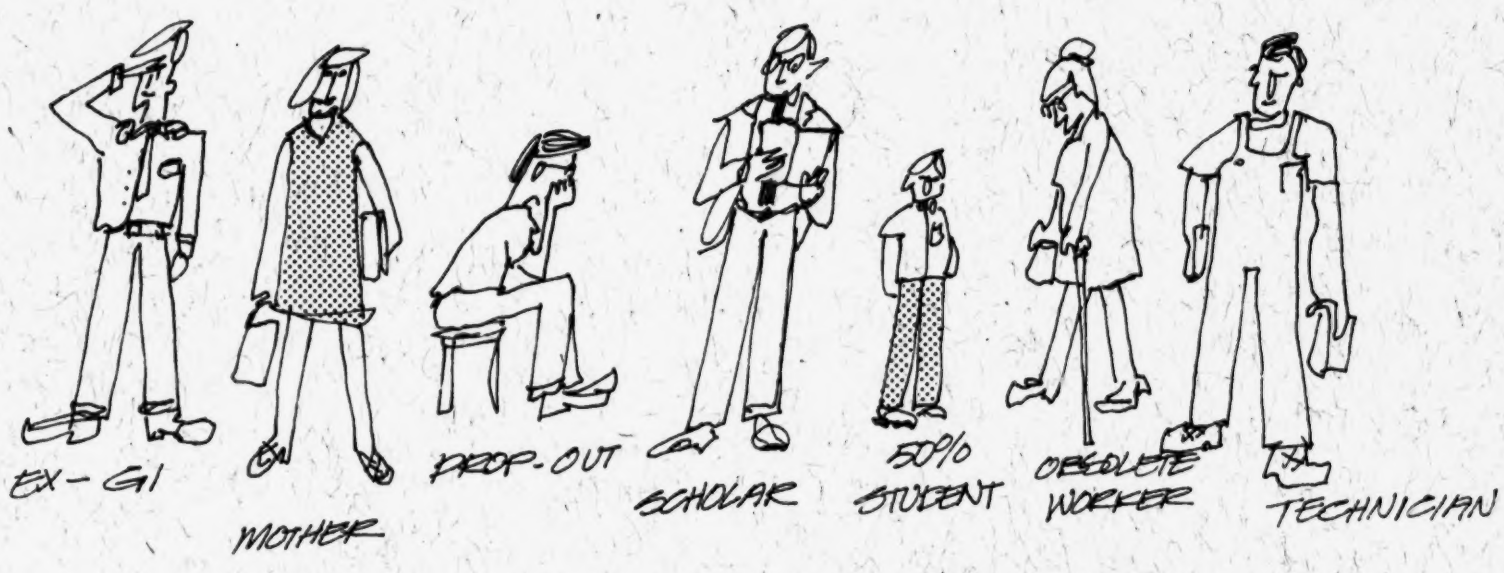
THE PLAN FOR PHYSICAL DEVELOPMENT

THE FORM GIVING ASPECTS OF THE EDUCATIONAL IDEAS ARE PREMISES FOR THE PLAN.

PROGRAM IMPLICATIONS

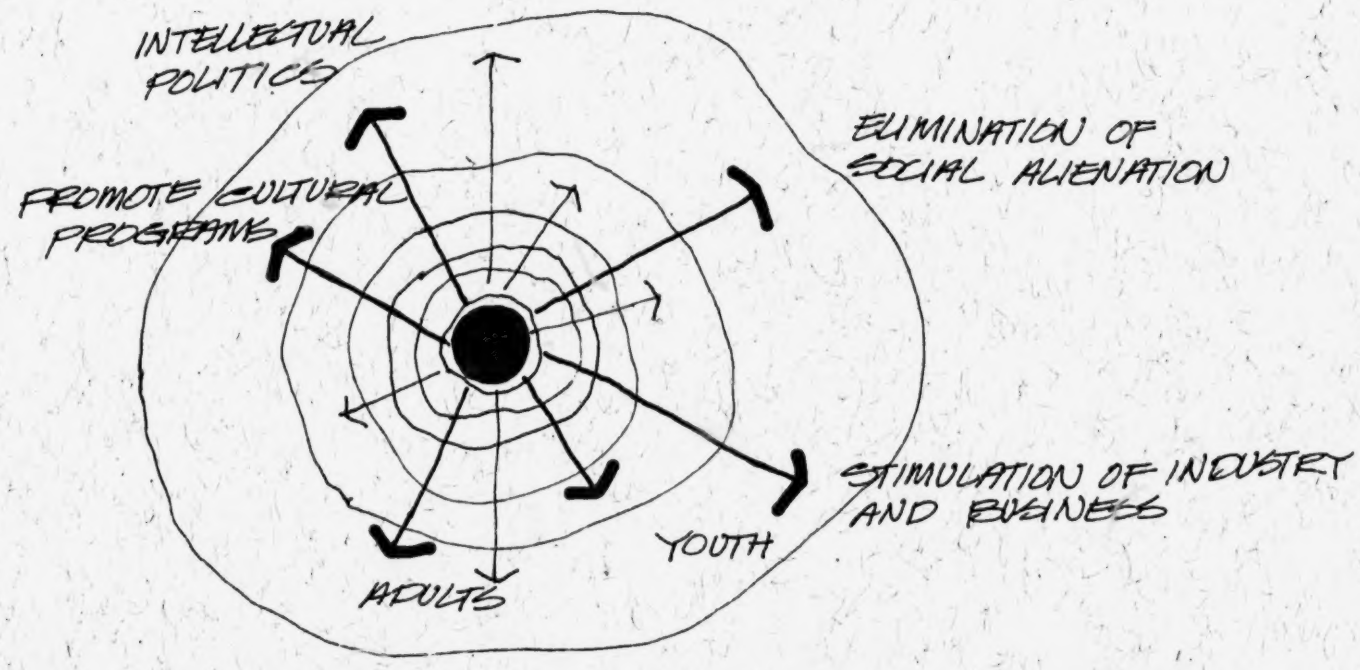


EACH INDIVIDUAL WILL BE TOTALLY DEVELOPED TO THE LIMITS OF HIS CAPABILITY, REQUIRING A WIDE RANGE OF BALANCED AND INTEGRATED FACILITIES.

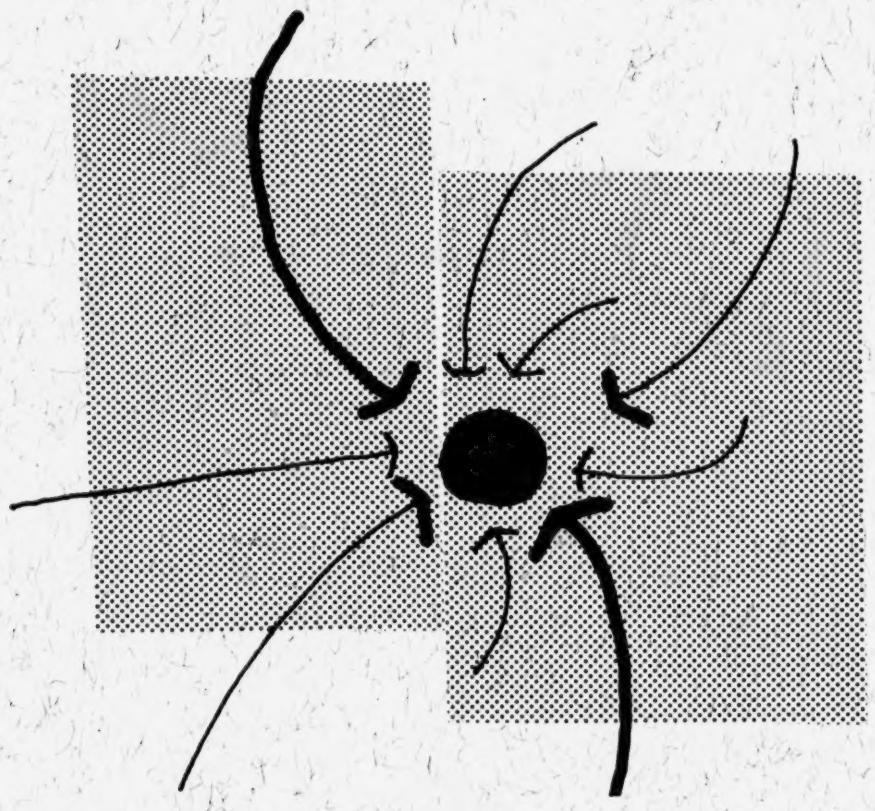


COLLEGE FACILITIES MUST ALLOW THE HARMONIOUS CO-EXISTENCE OF INDIVIDUALS WITH WIDELY VARYING BACKGROUNDS, INTERESTS, PURPOSES, AND INVOLVEMENTS BY ALLOWING BOTH MIX AND SEPARATION INTO NATURAL SOCIAL GROUPINGS.

THE INDIVIDUAL



THE COLLEGE HAS AN AREA OF CONCERN LARGER THAN THAT OF THE STUDENT ENROLLMENT-IT IS OF, AND BY THE COMMUNITY. IT WILL BE A FOCUS OF IDEAS AND ACTIONS, REGENERATING AND ENRICHING THE INTELLECTUAL PHYSICAL, ECONOMIC, POLITICAL, AND MORAL LIFE OF AN URBAN COMMUNITY.

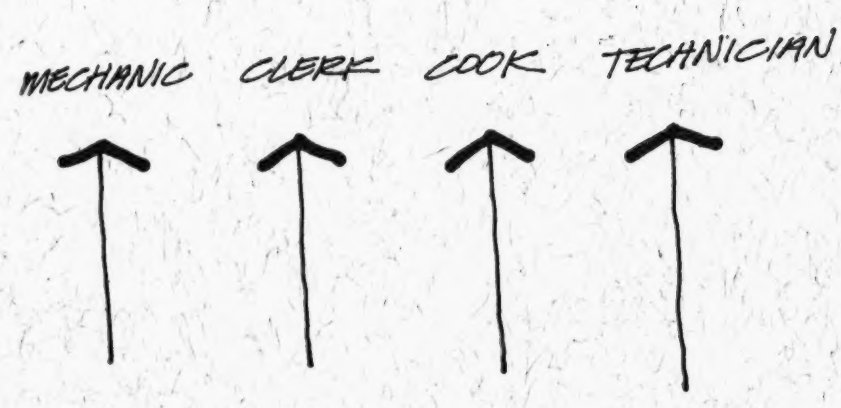


THE COLLEGE WILL SERVE SEVERAL YOUNG, COMPETITIVE COMMUNITIES AND COULD BECOME A UNIFYING ELEMENT AND A SOURCE OF IDENTITY.

THE COMMUNITY

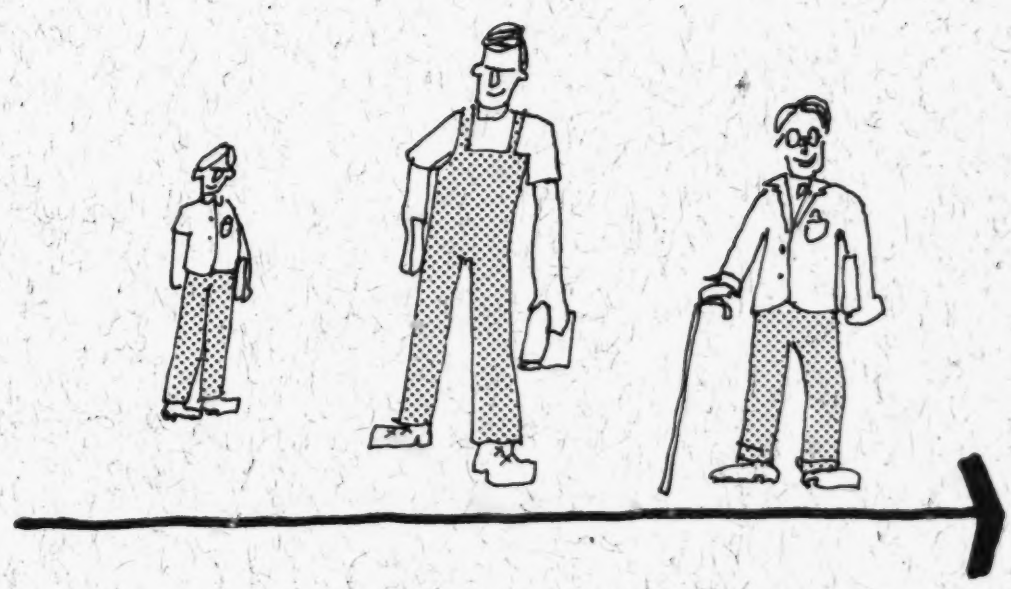
THE NATURE OF THE COLLEGE PROGRAM REQUIRES ALMOST CONTINUOUS OPERATION - THE FACILITIES SHOULD BE SAFE AND EXCITING WINTER AND SUMMER, MORNING AND NIGHT, SPRING AND FALL.

12 MONTH DAY/NIGHT OPERATION



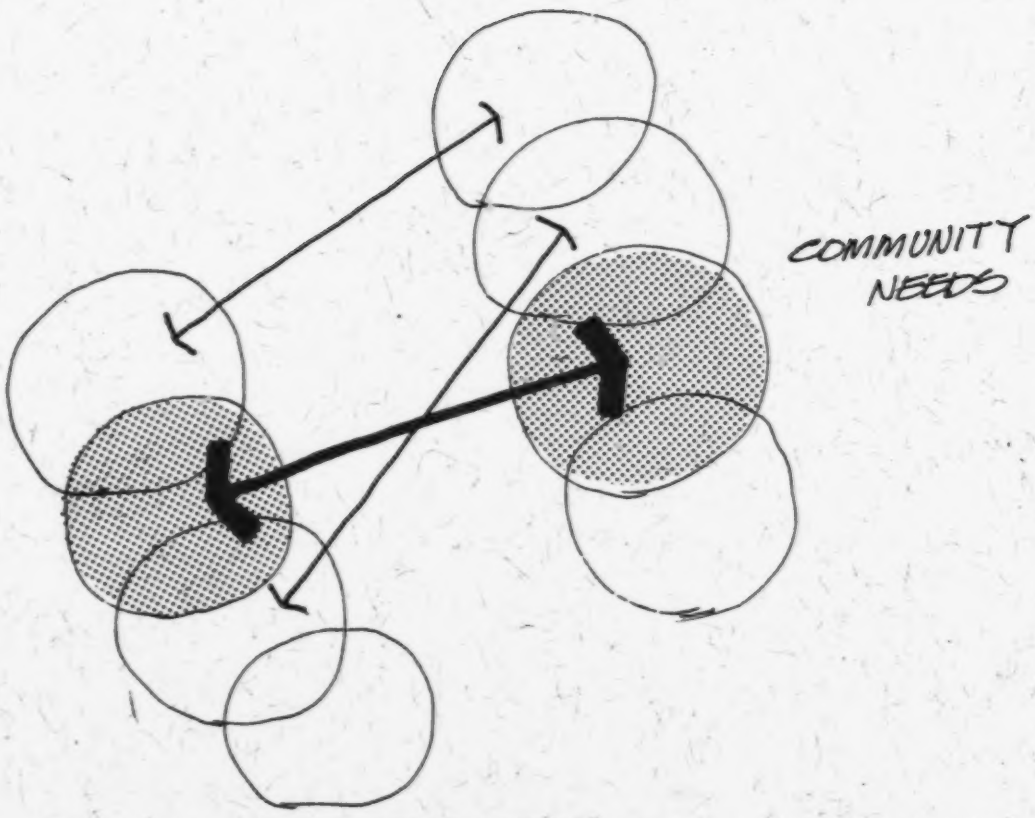
THE COMMUNITY IS DEPENDENT UPON ALL WALKS OF LIFE FOR ITS EXISTENCE AND VITALITY. THE COLLEGE WILL RECOGNIZE THIS DEPENDENCY BY AFFORDING EQUAL DIGNITY TO ALL VOCATIONS AND AVOCATIONS.

DIGNITY OF LABOR



EDUCATION CAN NO LONGER BE REGARDED AS A "ONE SHOT" PROCESS. PEOPLE WILL CONTINUE TO LEARN THROUGHOUT THEIR LIVES, AND MANY OF THE COLLEGE'S STUDENTS WILL BE REPEAT CUSTOMERS.

CONTINUOUS LEARNING

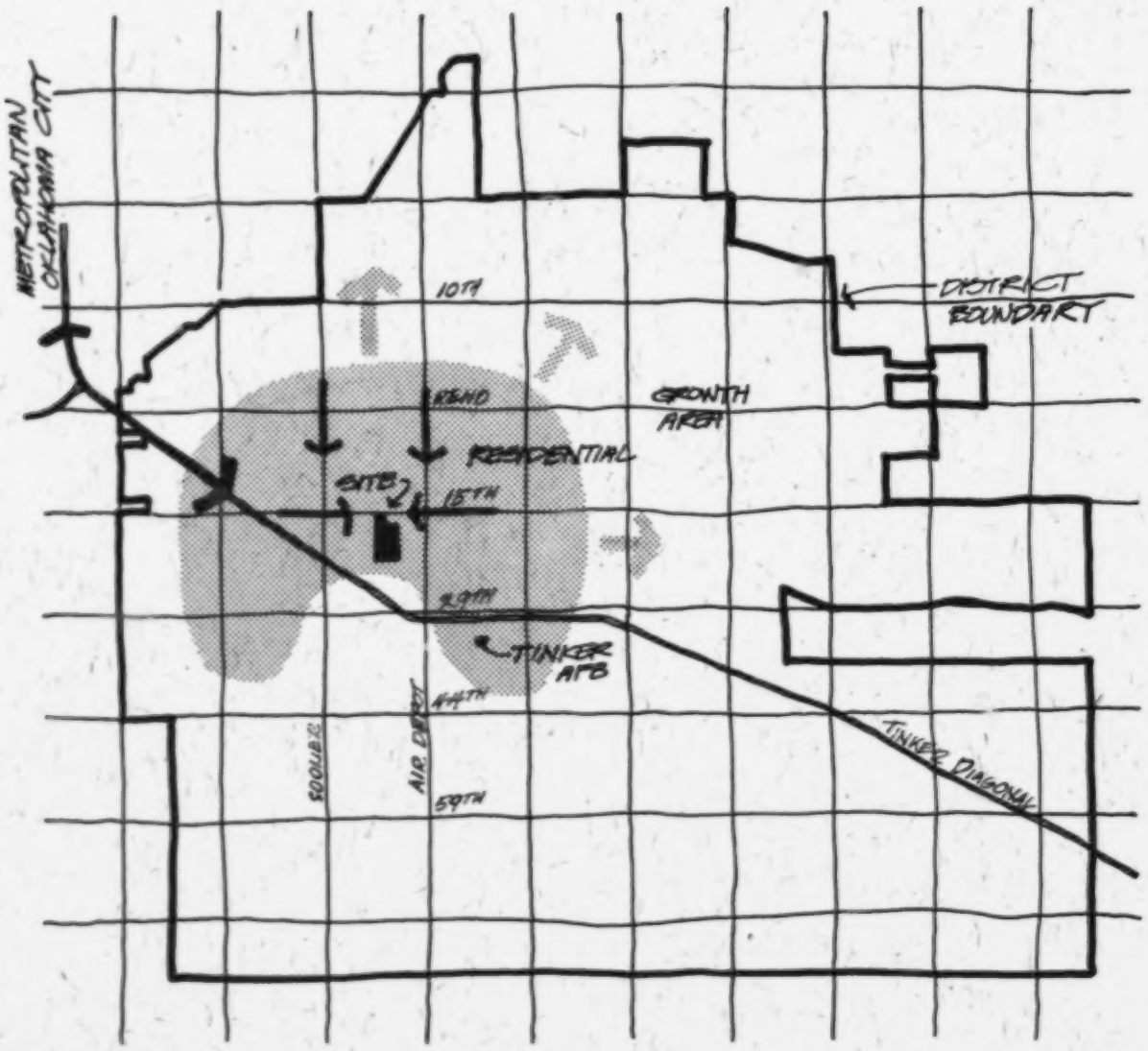


EDUCATIONAL PROGRAMS WILL BE RESPONSIVE TO THE CHANGING NEEDS OF SOCIETY AND THE COMMUNITY. THE COLLEGE FACILITIES MUST BE ABLE TO ADAPT TO VARIABLE EDUCATIONAL PROGRAMS.

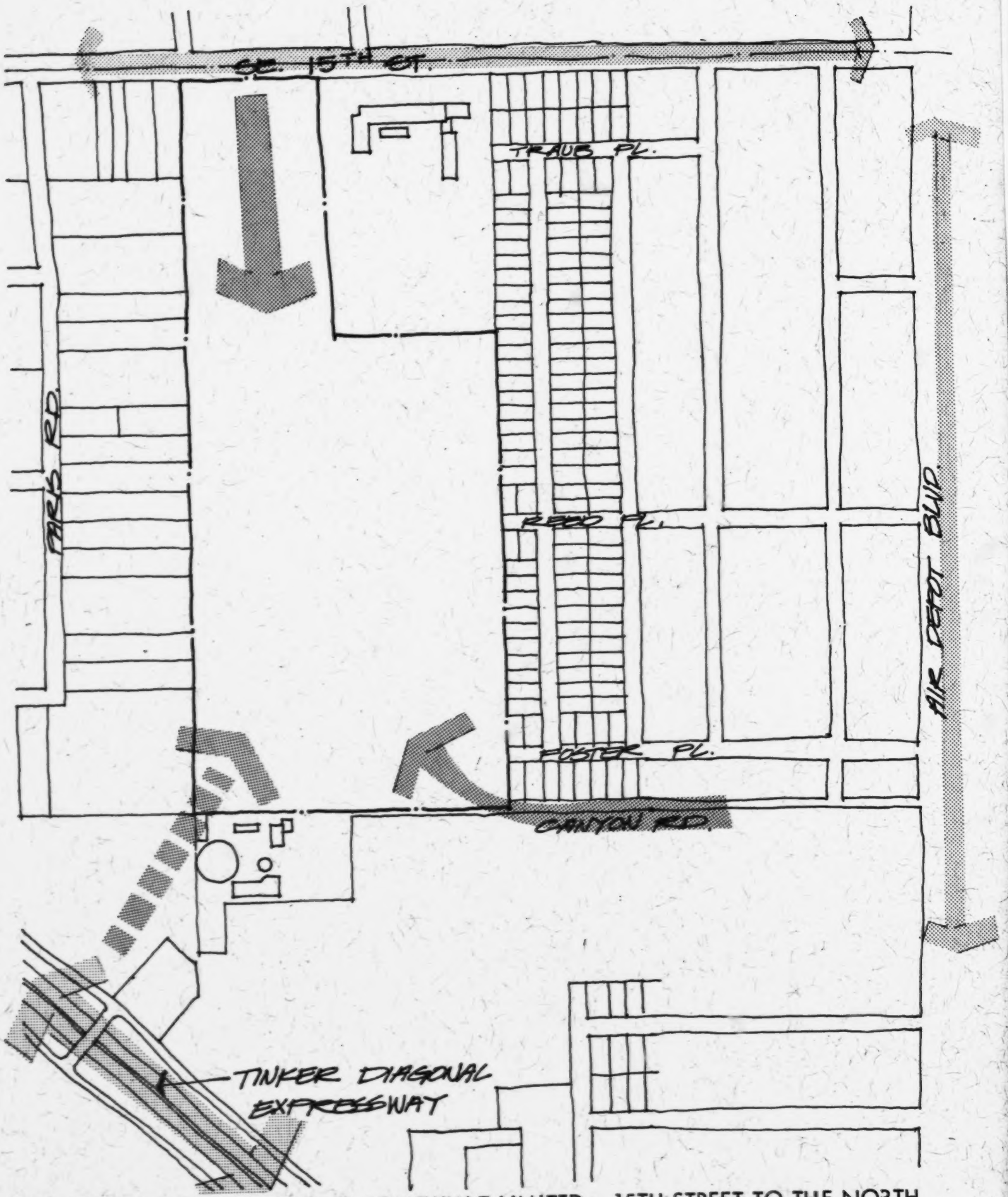
CHANGING NEEDS

THE SITE CHARACTERISTICS - ASSETS AND LIMITATIONS ARE PREMISES FOR THE PLAN.

SITE CHARACTERISTICS

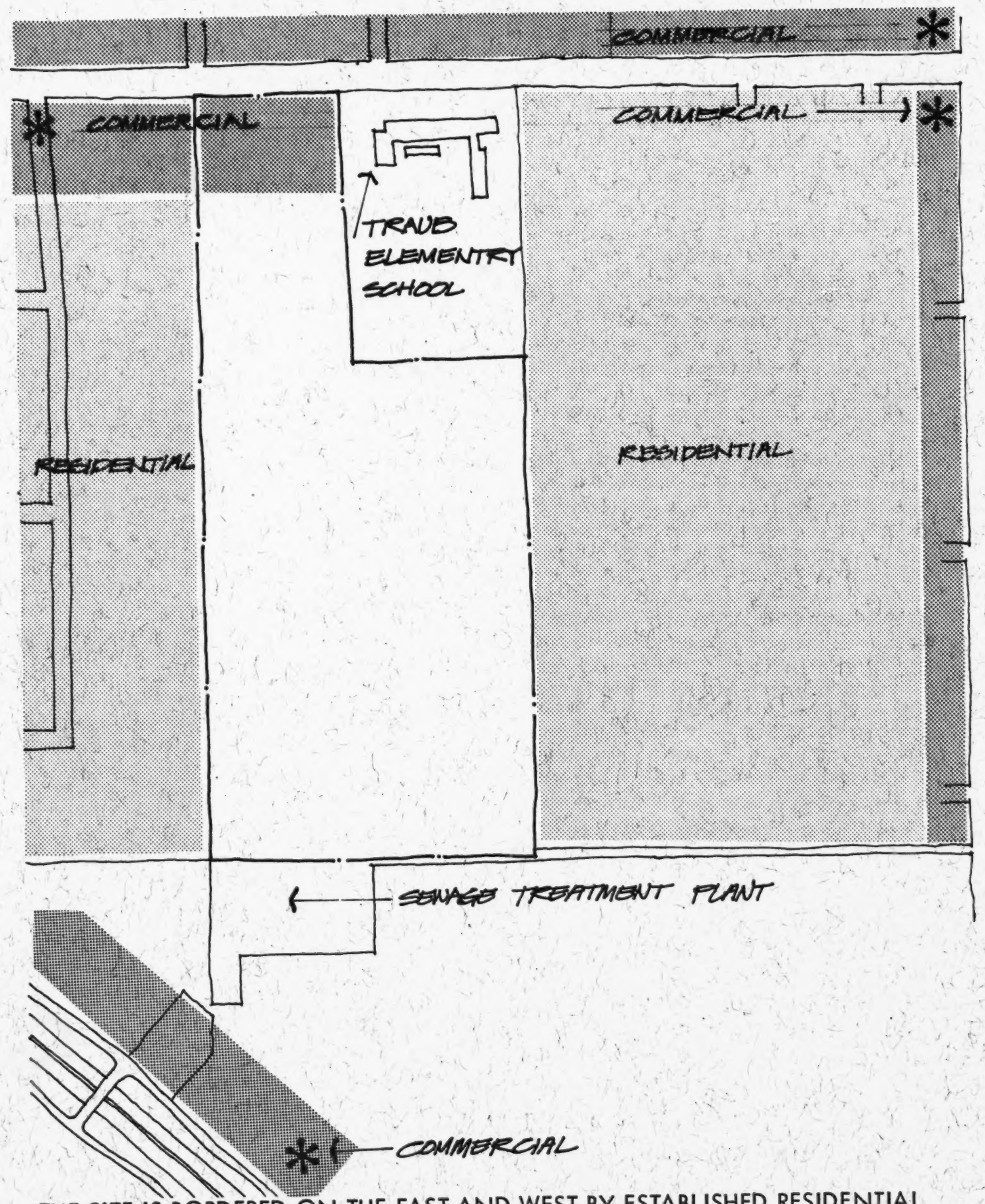


COMMUNITY RELATIONSHIP



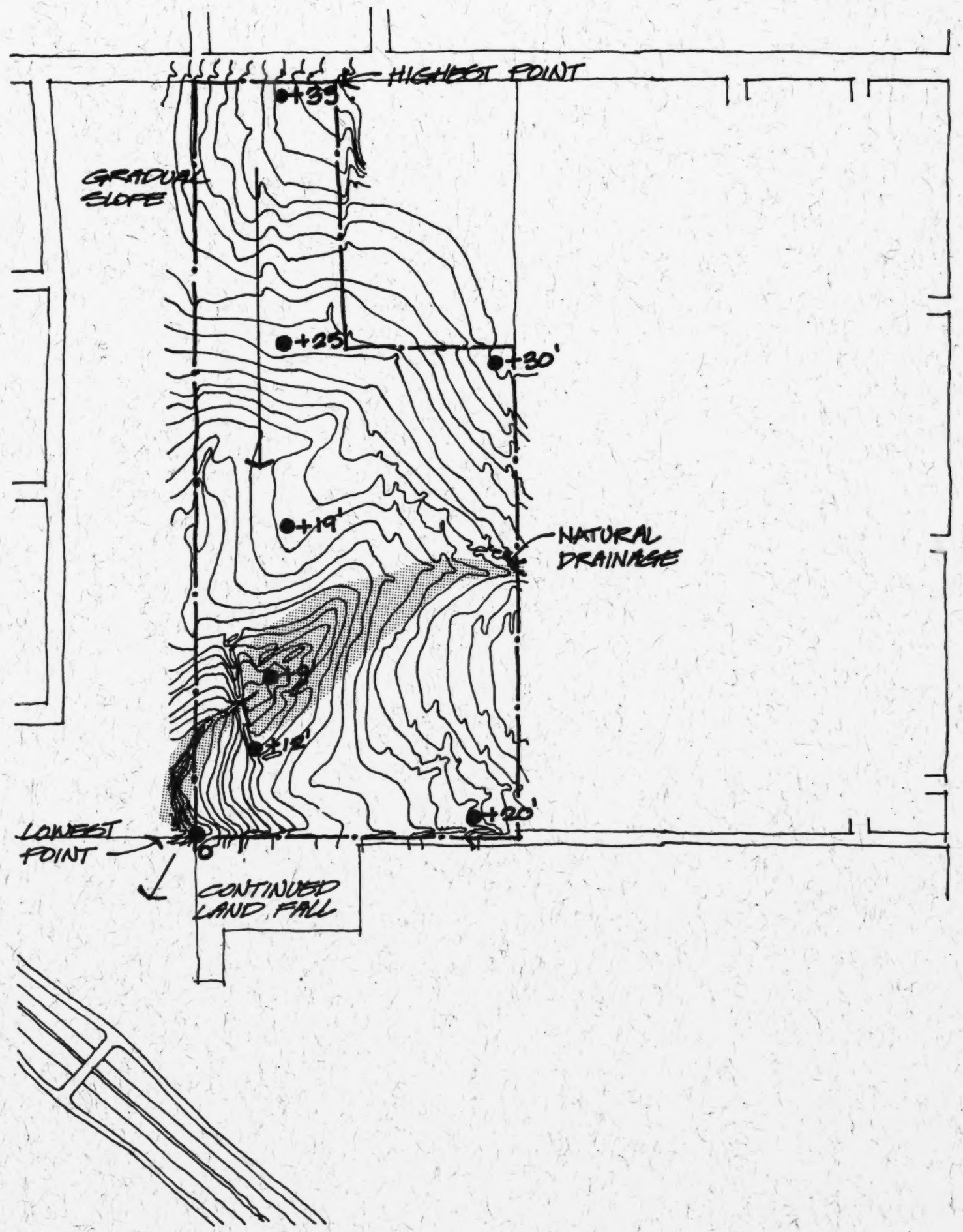
THE EXISTING SITE ACCESS IS SOMEWHAT LIMITED. 15TH STREET TO THE NORTH PROVIDES THE ONLY DIRECT OUTLET TO A MAJOR TRAFFIC ARTERY. AS THE COLLEGE DEVELOPS, ADDITIONAL ACCESS WILL BE NEEDED. A HALF-STREET, CANYON ROAD, COULD BE DEVELOPED TO REACH AIR DEPOT ROAD, AND A STREET COULD BE TIED TO THE EXISTING FREEWAY OVERPASS TO ALLOW CONNECTION WITH THE ENTIRE REGION.

ACCESS



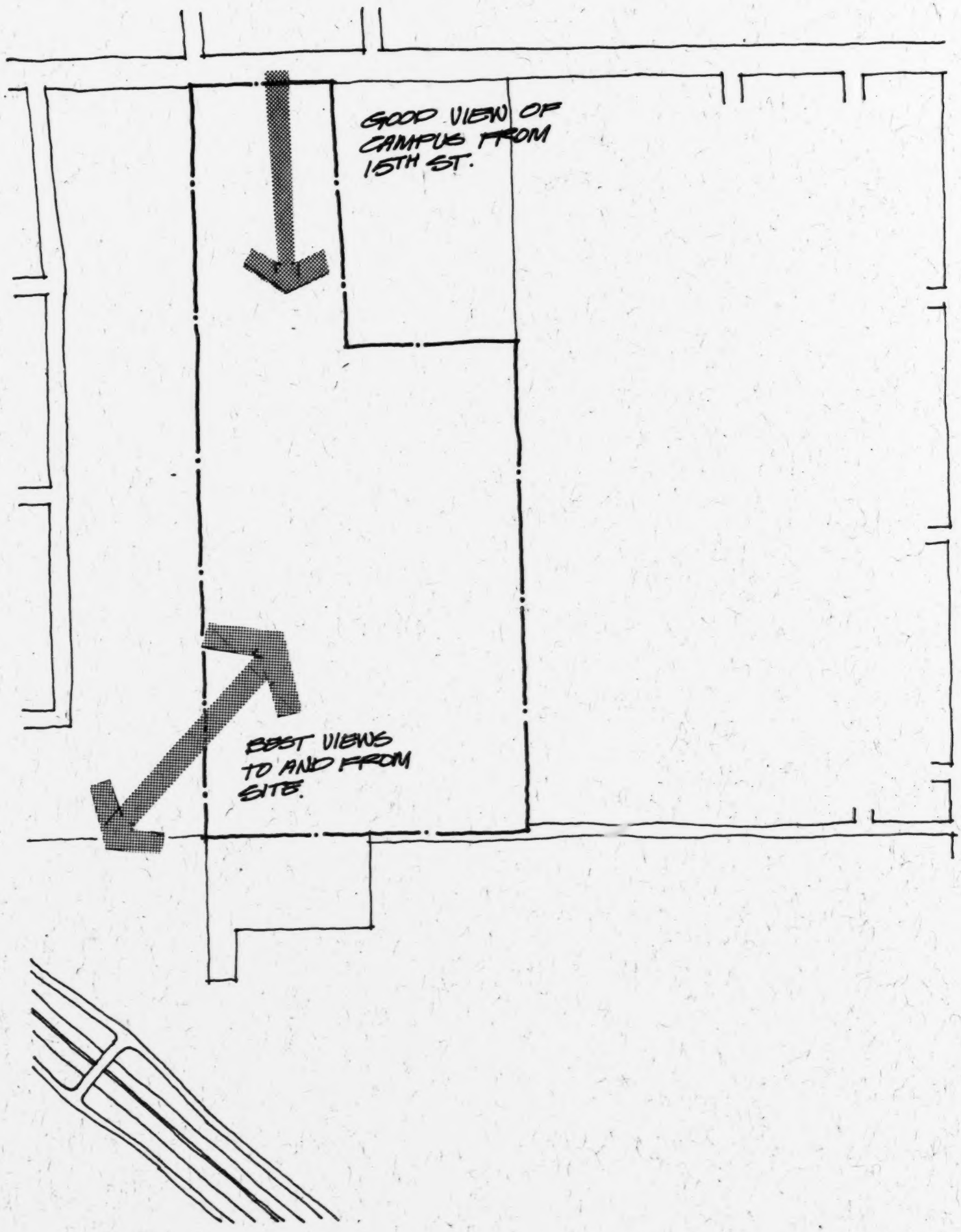
THE SITE IS BORDERED ON THE EAST AND WEST BY ESTABLISHED RESIDENTIAL NEIGHBORHOODS. THE AREA TO THE EAST IS SOUND AND SOLIDLY DEVELOPED; THE AREA TO THE WEST IS OLDER, WITH SPOTTY DEVELOPMENT ON LARGE LOTS. MOST OF 15TH STREET IS STRIPPED WITH COMMERCIAL. THE LAND SOUTH TO THE FREEWAY IS LARGELY UNDEVELOPED EXCEPT FOR THE CITY SEWER PLANT AND SOON-TO-BE-MOVED MAINTENANCE SHOPS.

SURROUNDING DEVELOPMENT



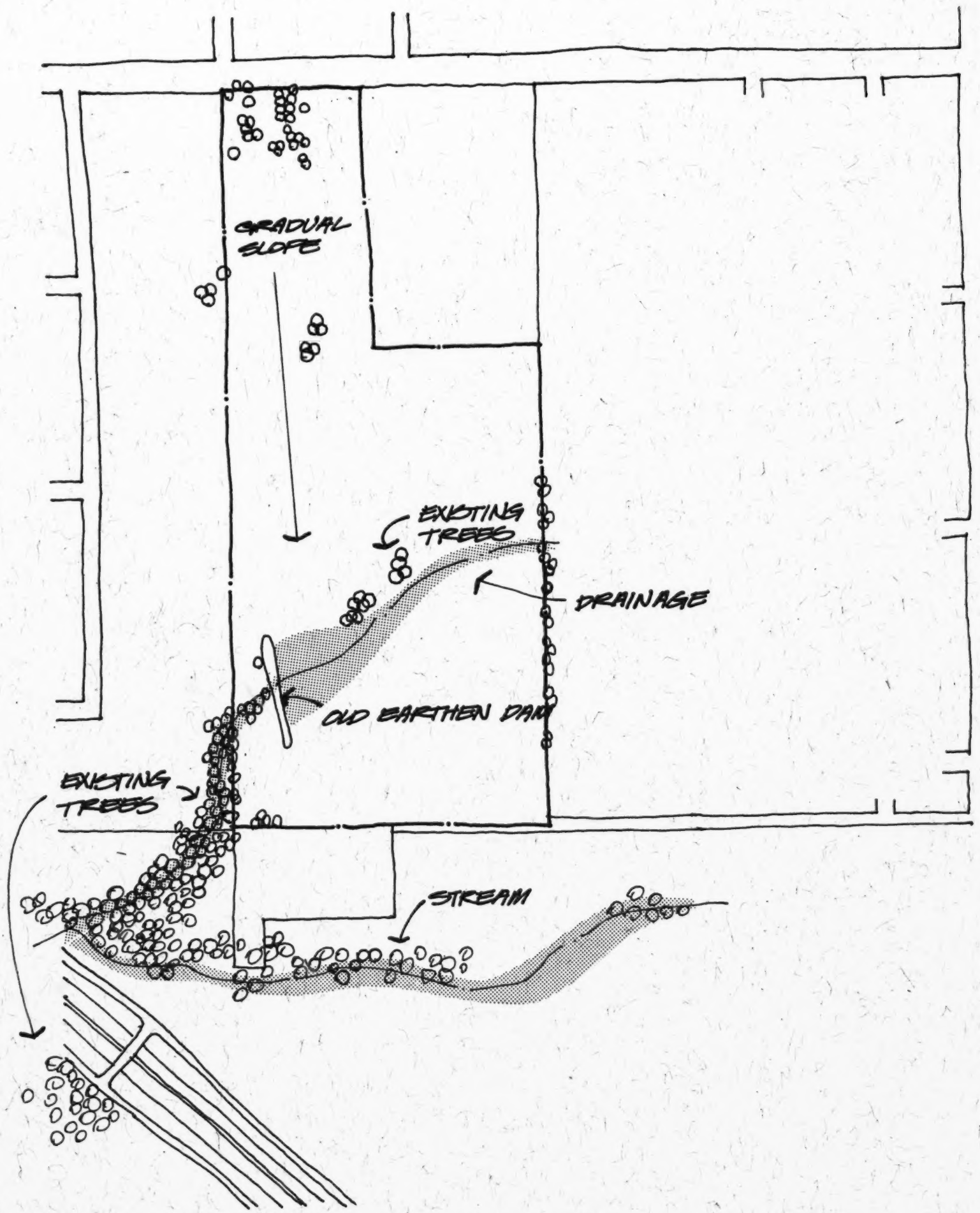
THE SITE FALLS GENTLY A TOTAL OF 33 FEET FROM THE NORTHEAST TO THE SOUTHWEST, PROVIDING GOOD DRAINAGE FOR THE LARGE AREAS OF PARKING AND SPORTS

TOPOGRAPHY



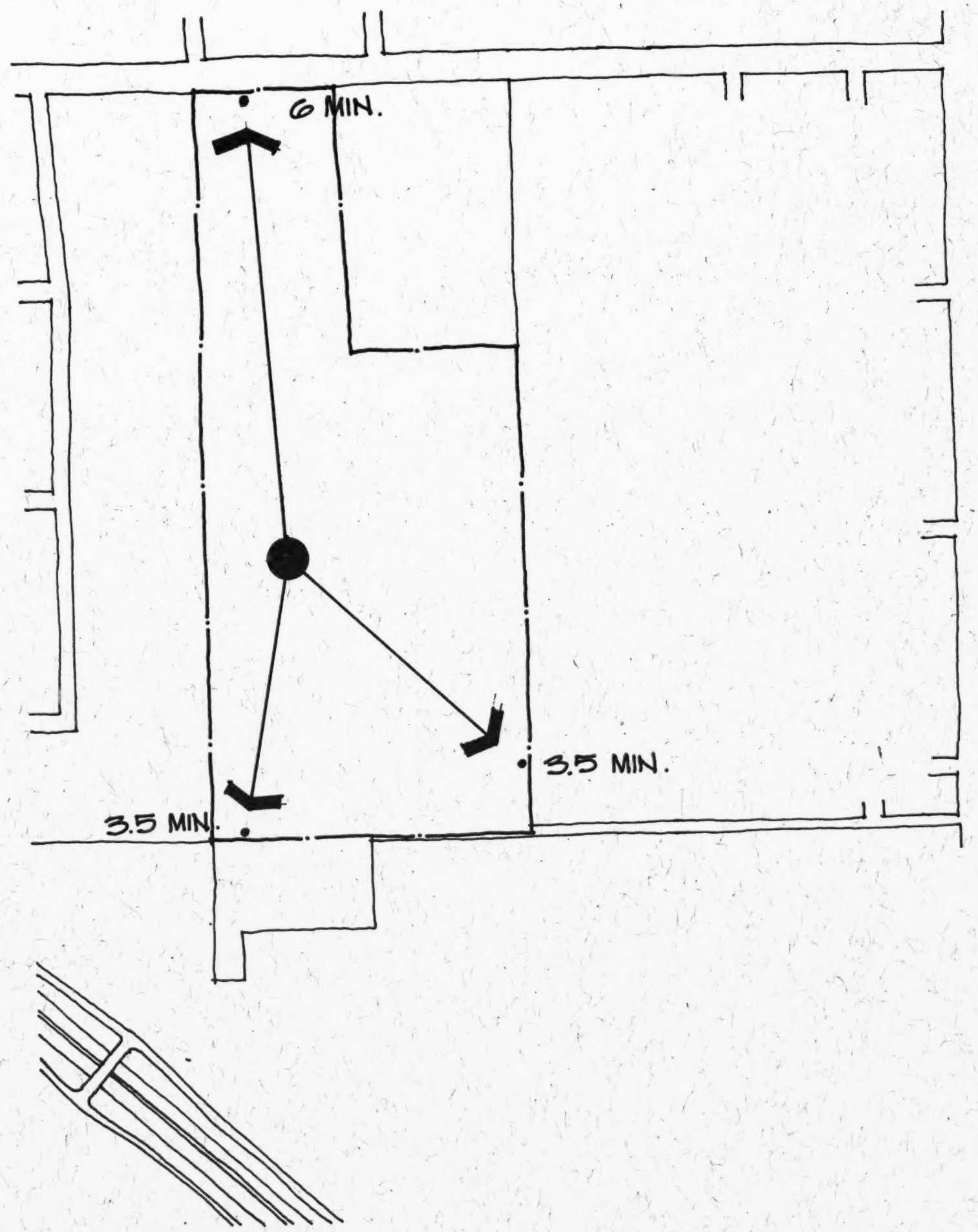
THE PUBLIC HAS A GOOD VIEW INTO THE SITE FROM 15TH STREET AND FROM THE FREEWAY. THE MAJOR VIEW OUT FROM THE SITE IS TO THE SOUTH, ACROSS THE TREES AND STREAM TO THE FREEWAY.

VIEWS



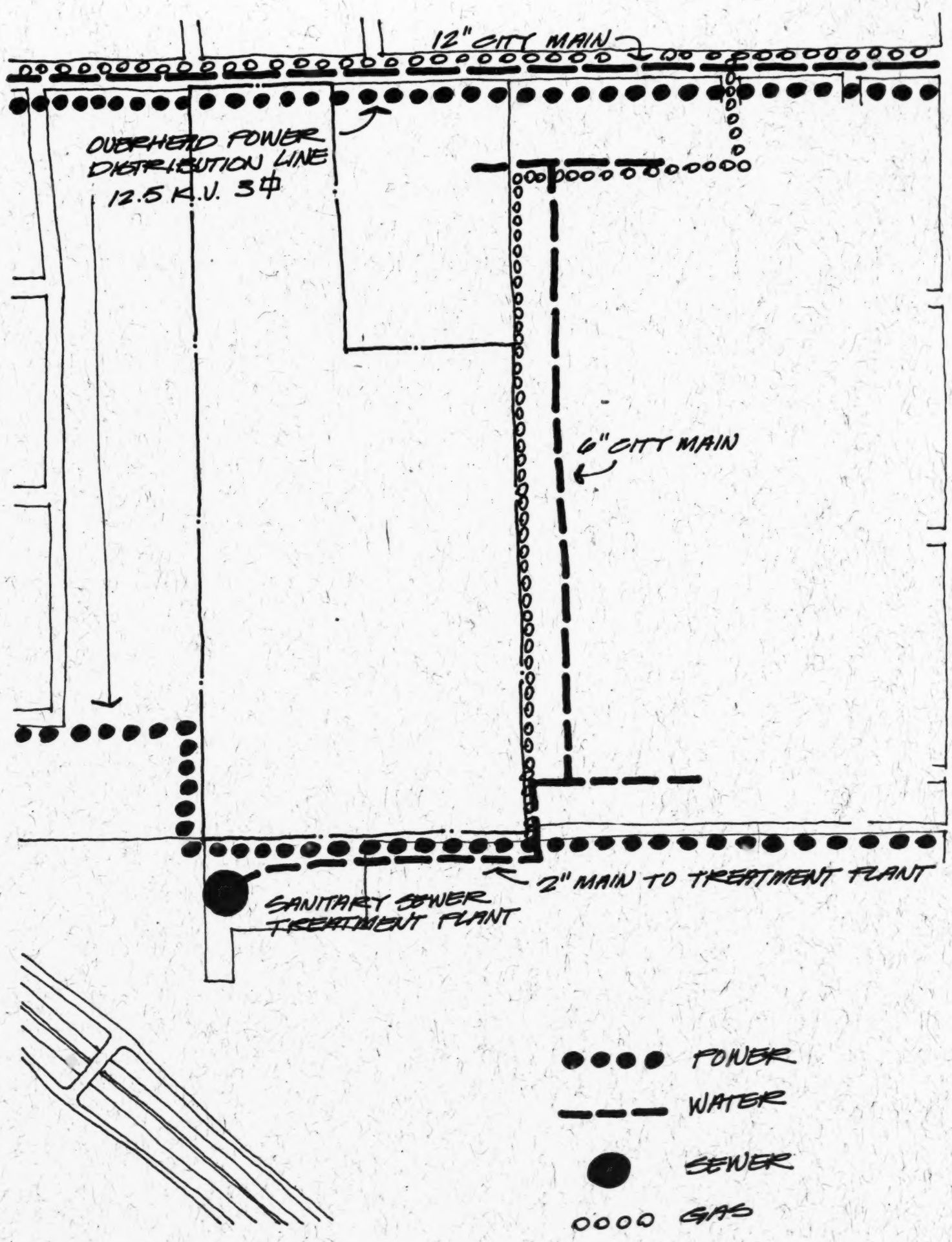
THE SITE HAS BEEN USED FOR AGRICULTURAL CROPS AND PASTURE. IT IS PRIMIARLY OPEN, WITH AN OLD EARTHEN DAM AND A FEW TREES FOLLOWING THE SWALE TO THE SOUTH.

NATURAL FEATURES



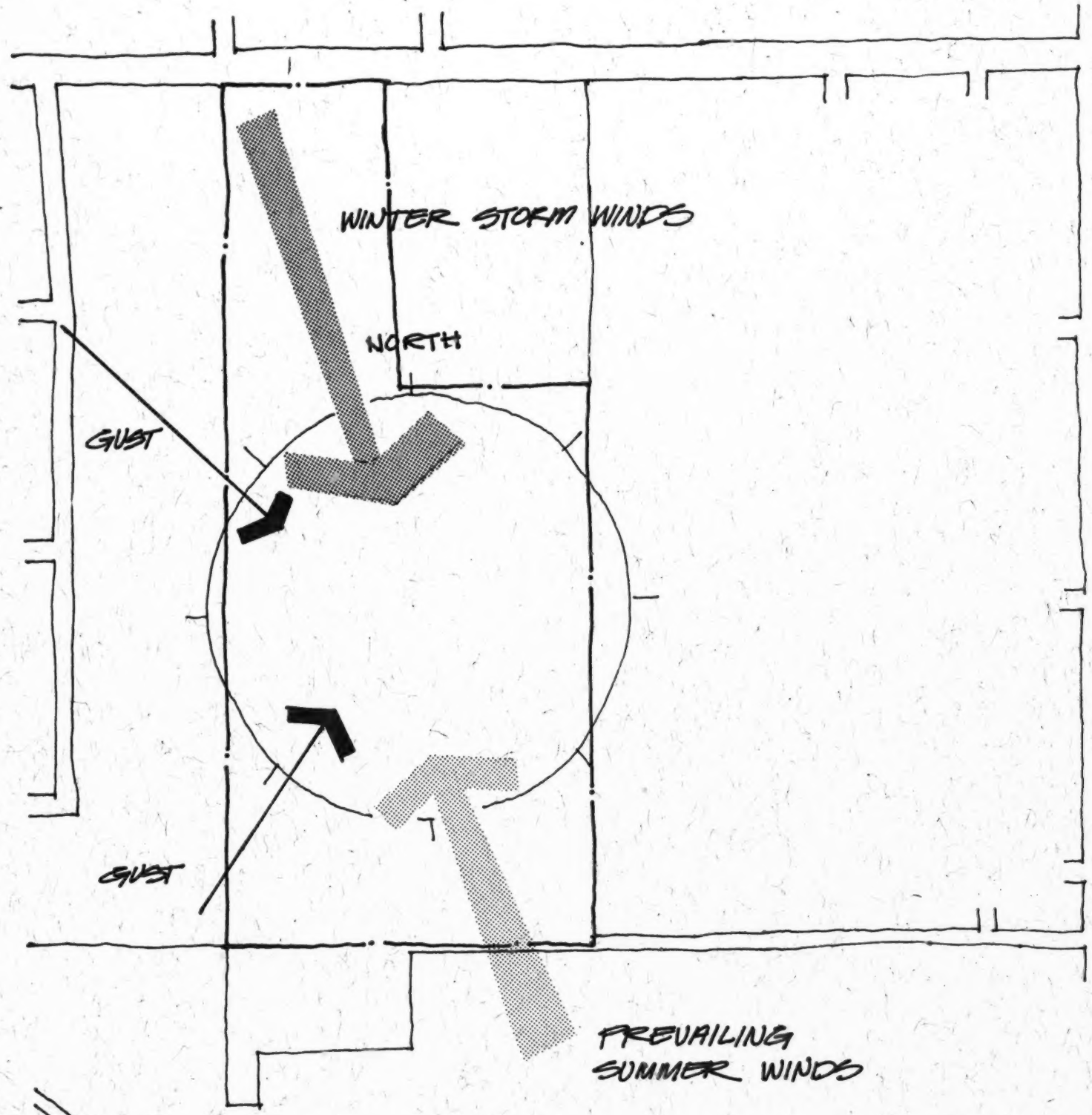
THE PEDESTRIAN CAN WALK ACROSS THE 58 ACRE SITE FROM EAST TO WEST IN LESS THAN FOUR MINUTES, BUT THE WALK FROM NORTH TO SOUTH REQUIRES ALMOST TEN MINUTES.

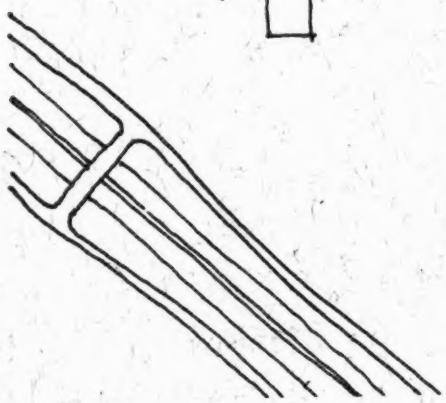
WALKING DISTANCE



ALL MAJOR UTILITIES ARE PRESENTLY AVAILABLE AT THE SITE.

UTILITIES

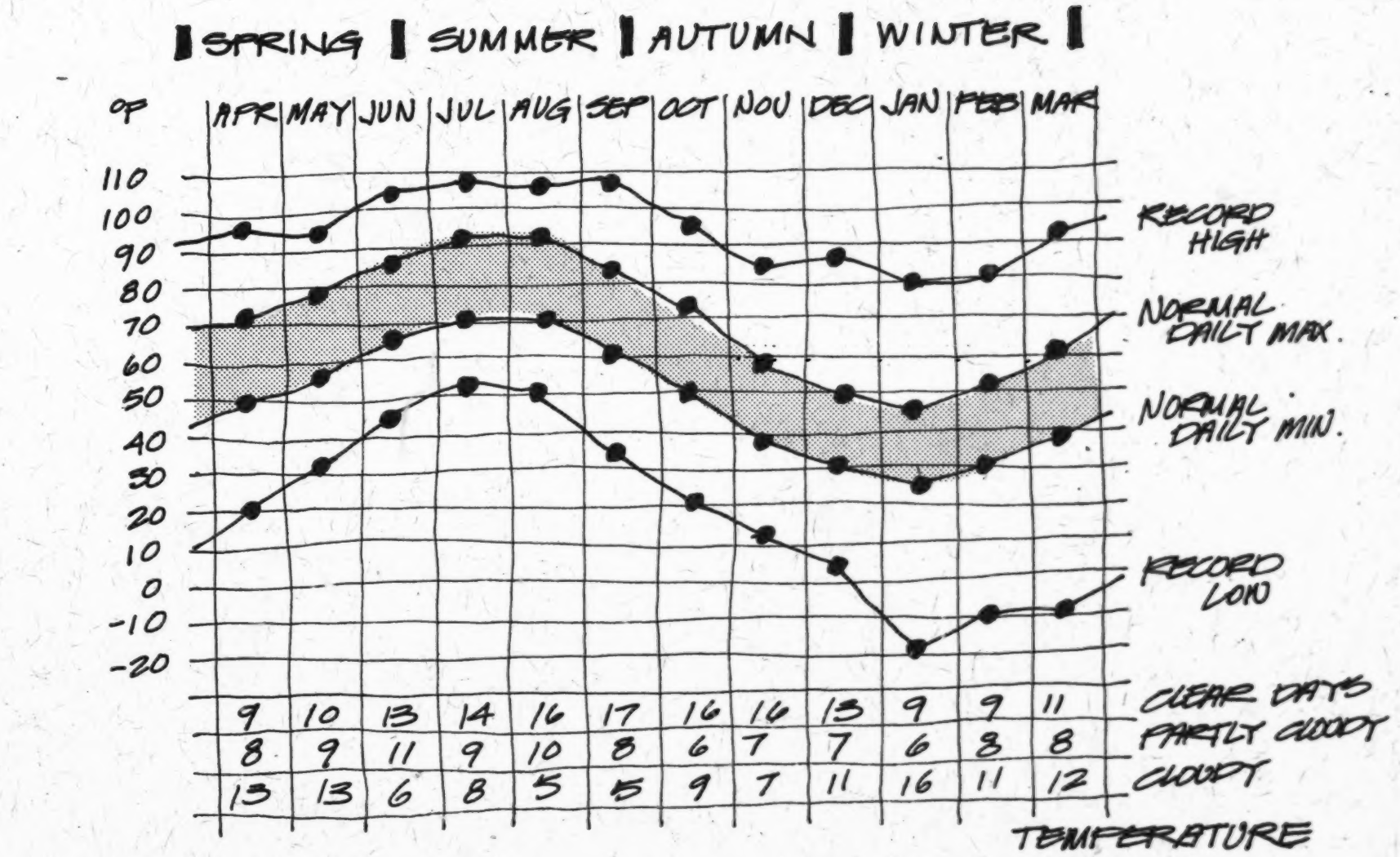


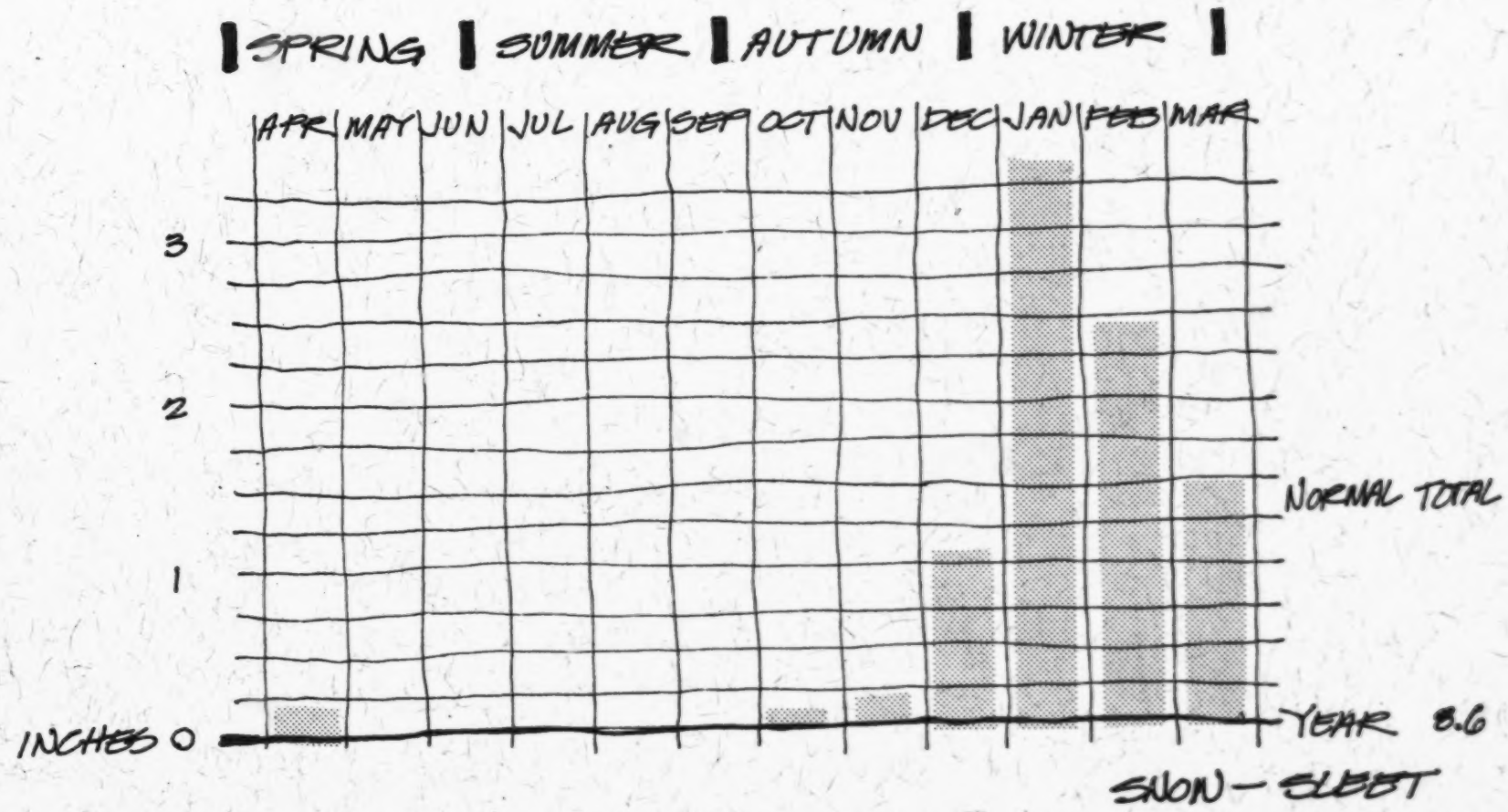


THE WIDE RANGE OF CLIMATIC CONDITIONS WILL REQUIRE ENVIRONMENTAL CONTROLS YEAR ROUND. THE WINTER STORM WIND FROM THE NORTH ARE OF SPECIAL CONCERN IN DEVELOPING OUTDOOR SPACES.

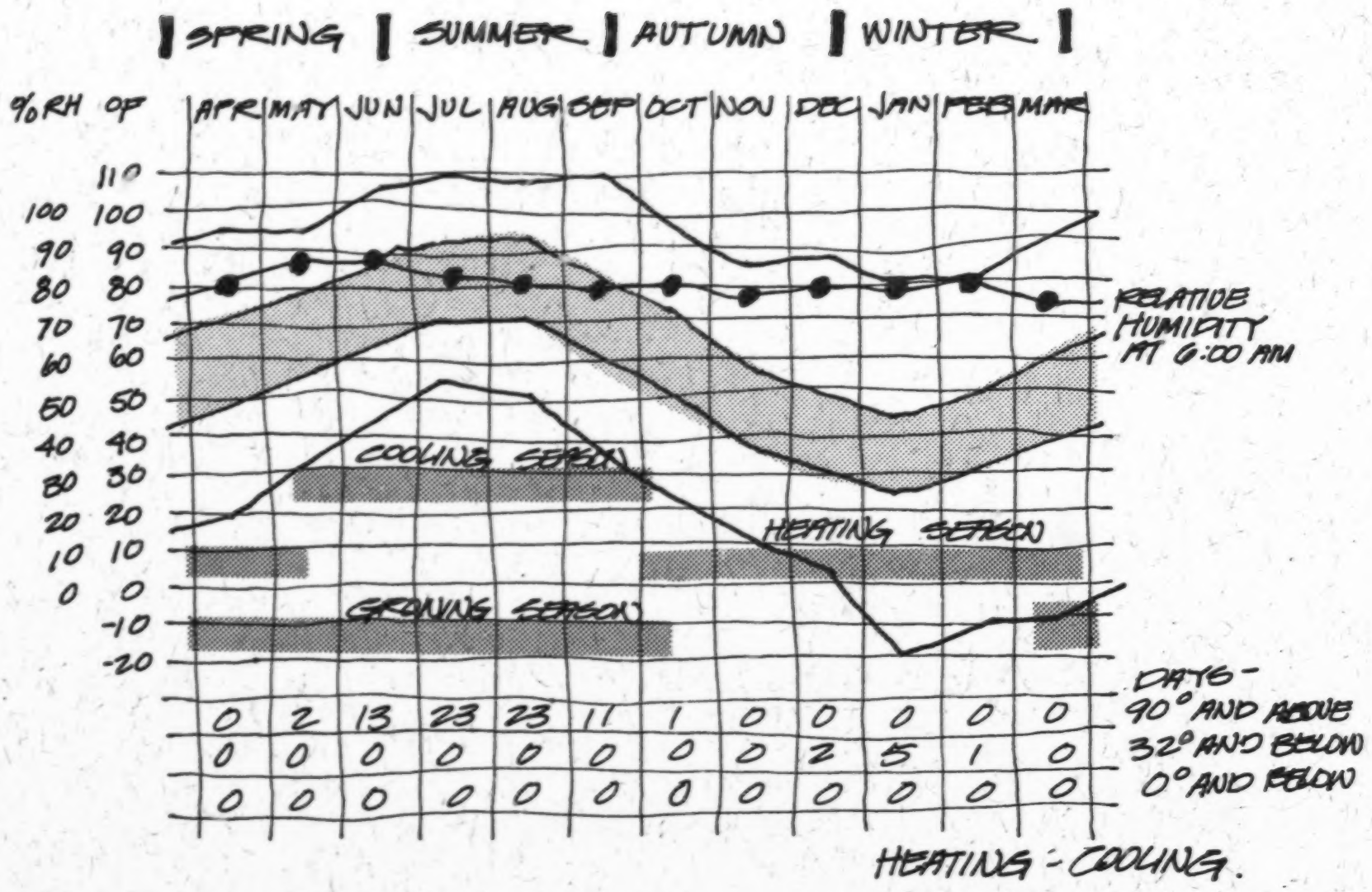
— WIND

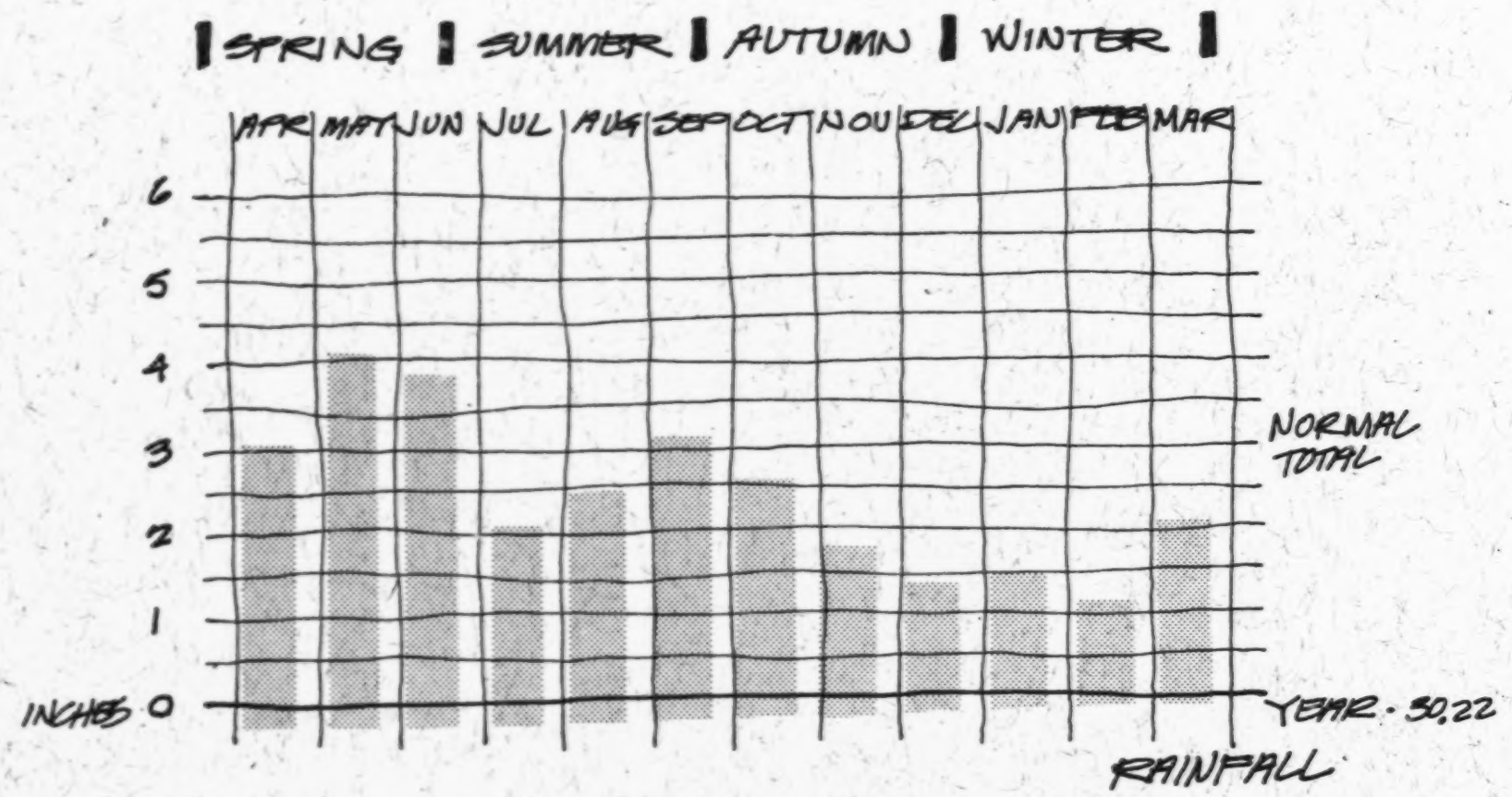
CLIMATE


SPRING
SUMMER
AUTUMN
WINTER
°F
APR MAY JUN JUL AUG SEP OCT NOV DEC JAN FEB MAR
110
100
90
80
70
60
50
40
30
20
10
0
-10
-20
RECORD HIGH
NORMAL DAILY MAX.
NORMAL DAILY MIN.
RECORD LOW
9 10 13 14 16 17 16 16 13 9 9 11 CLEAR DAYS
8 9 11 9 10 8 6 7 7 6 8 8 PARTLY CLOUDY
13 13 6 8 5 5 9 7 11 16 11 12 CLOUDY
TEMPERATURE


SPRING
SUMMER
AUTUMN
WINTER
APR MAY JUN JUL AUG SEP OCT NOV DEC JAN FEB MAR
3
2
1
INCHES 0
NORMAL TOTAL
YEAR 8.6
SNOW-SLEET

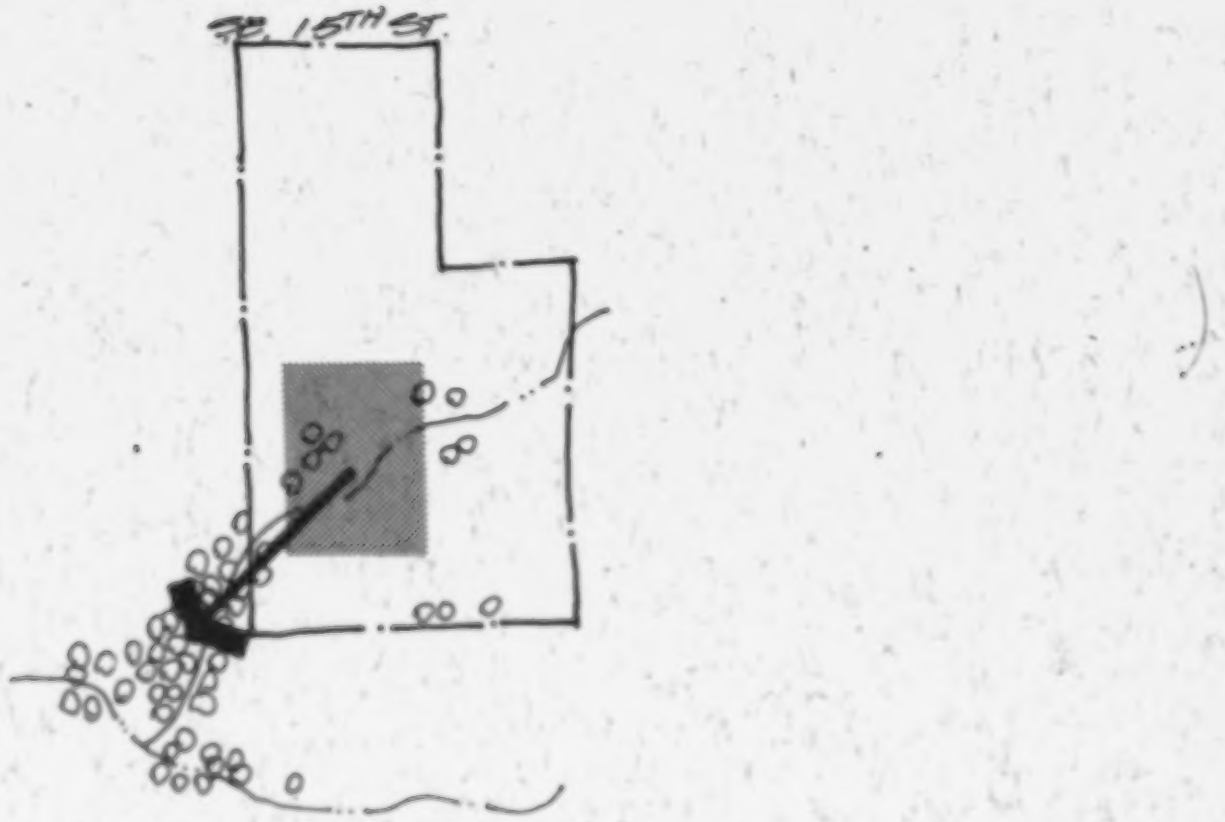
CLIMATE


SPRING
SUMMER
AUTUMN
WINTER
%RH
°F
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
JAN
FEB
MAR
110
100
90
80
70
60
50
40
30
20
10
0
-10
-20
COOLING SEASON
HEATING SEASON
GROWING SEASON
RELATIVE HUMIDITY AT 6:00 AM
DAYS -
90° AND ABOVE
32° AND BELOW
0° AND BELOW
0 2 13 23 23 11 1 0 0 0 0 0
0 0 0 0 0 0 0 0 2 5 1 0
0 0 0 0 0 0 0 0 0 0 0 0
HEATING = COOLING.


SPRING
SUMMER
AUTUMN
WINTER
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
JAN
FEB
MAR
6
5
4
3
2
1
INCHES 0
NORMAL TOTAL
YEAR · 30.22
RAINFALL

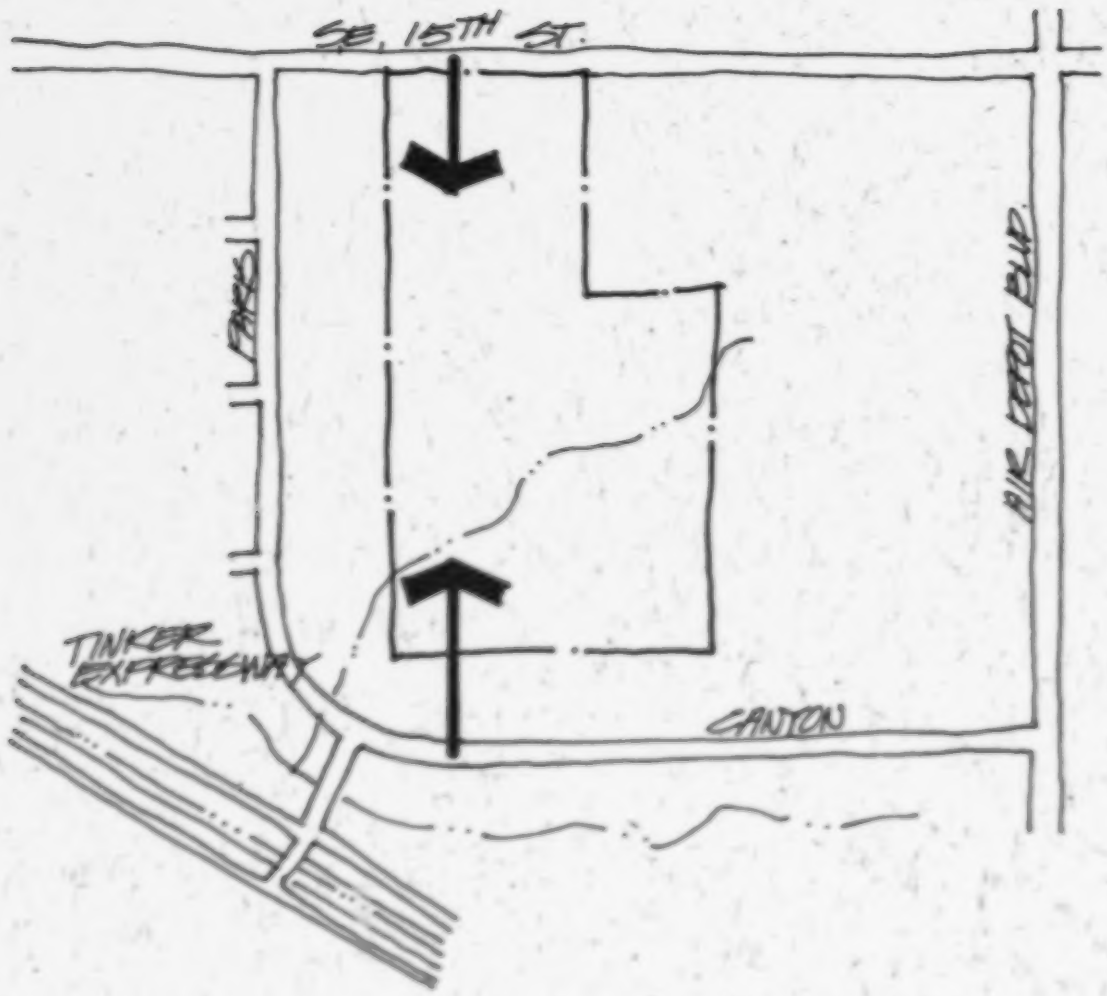
A plan basically is a framework on which to build educational facilities when the need arises. There is a certain amount of rigidity needed in the framework to obtain order, continuity, and architectural unity. On the other hand, the campus plan should be flexible enough to permit change. When education changes - and it always does - there must be physical changes. Instead of the kind of Master Plan which is prone to rigidify the architecture and nullify creative education, the planning team thought it would be better to base the campus plan on precepts rather than on crystallized form.

PLAN PRECEPTS



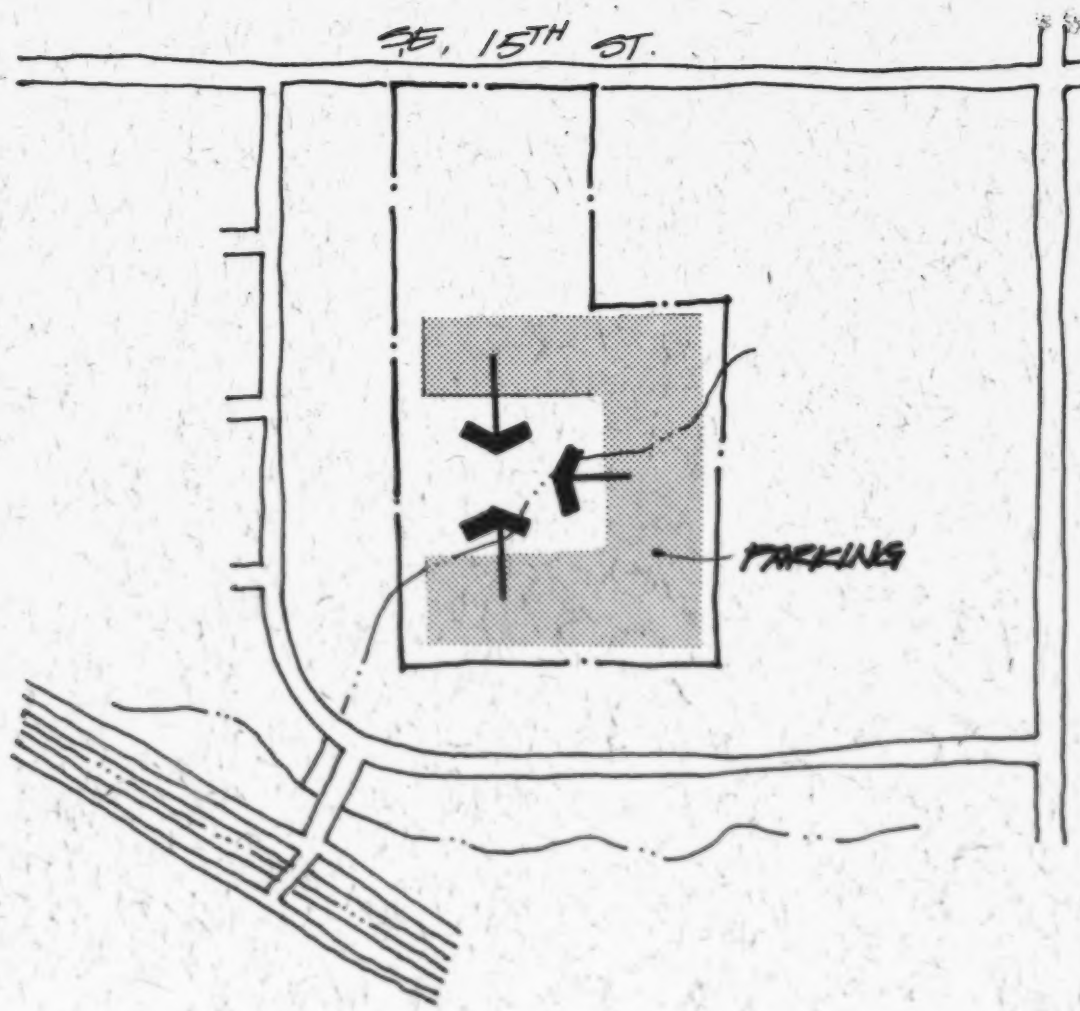
UTILIZE THE NATURAL FEATURES OF THE SITE - TREES, SWALE, AND VIEWS CREATED BY TOPOGRAPHY - TO ENHANCE THE ACADEMIC AREA.

PRECEPT 1



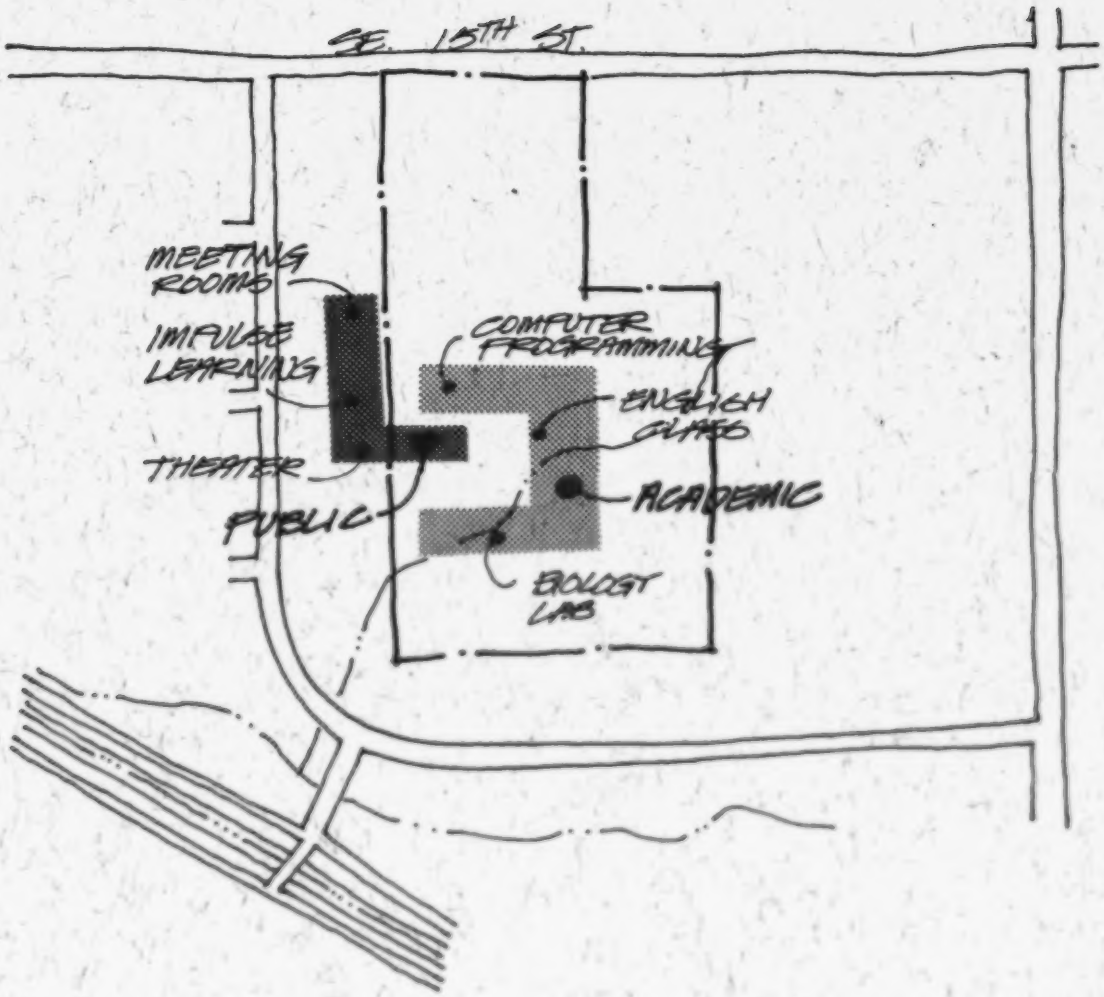
DEVELOP DIRECT AUTO ACCESS FROM BOTH THE NORTH AND THE SOUTH TO THE ACADEMIC AREA, YET DISCOURAGE THROUGH TRAFFIC.

PRECEPT 2



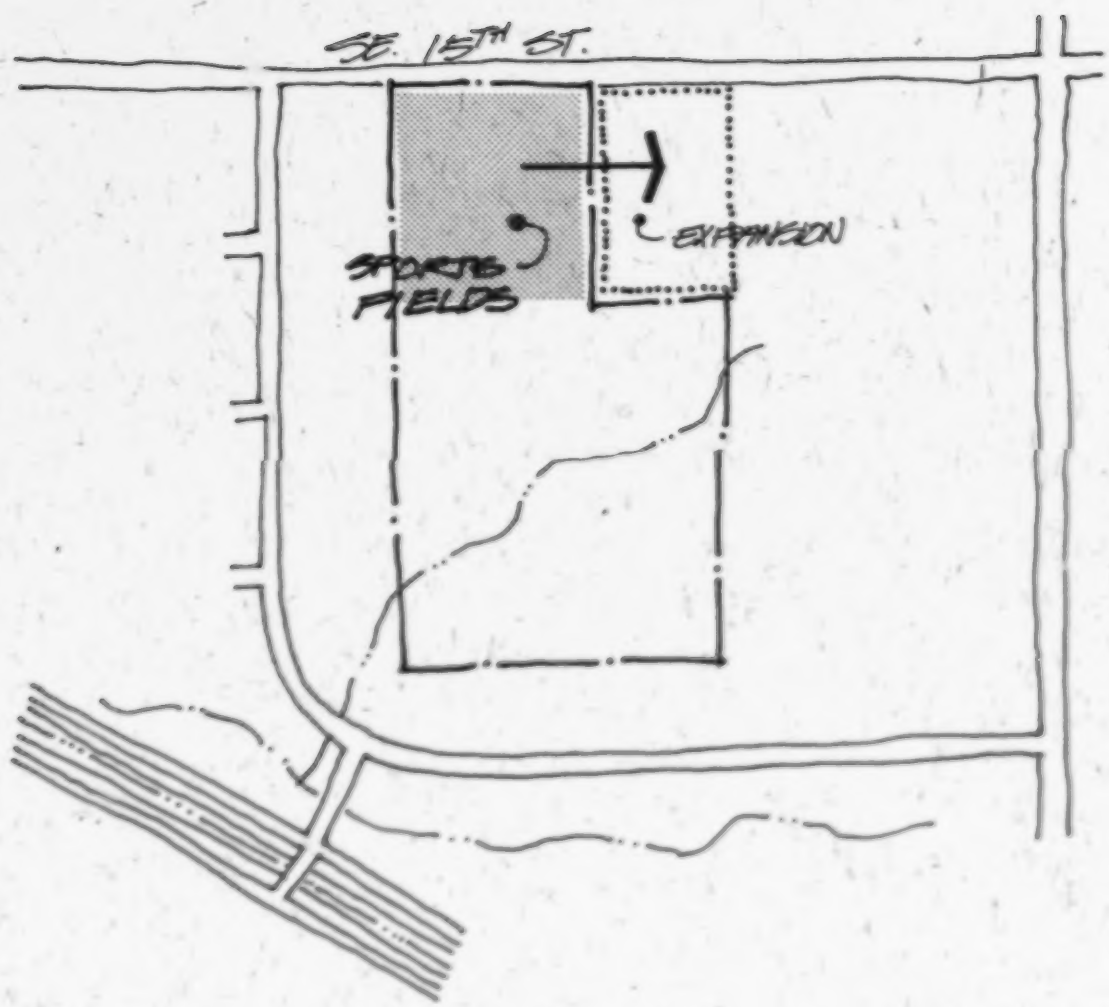
RECOGNIZE THE DEPENDENCY UPON THE AUTOMOBILE BY WRAPPING THE BUILDING COMPLEX WITH CONVENIENT PARKING, YET PRESERVE THE HEART OF THE ACADEMIC AREA FOR THE PEDESTRIAN.

PRECEPT 3



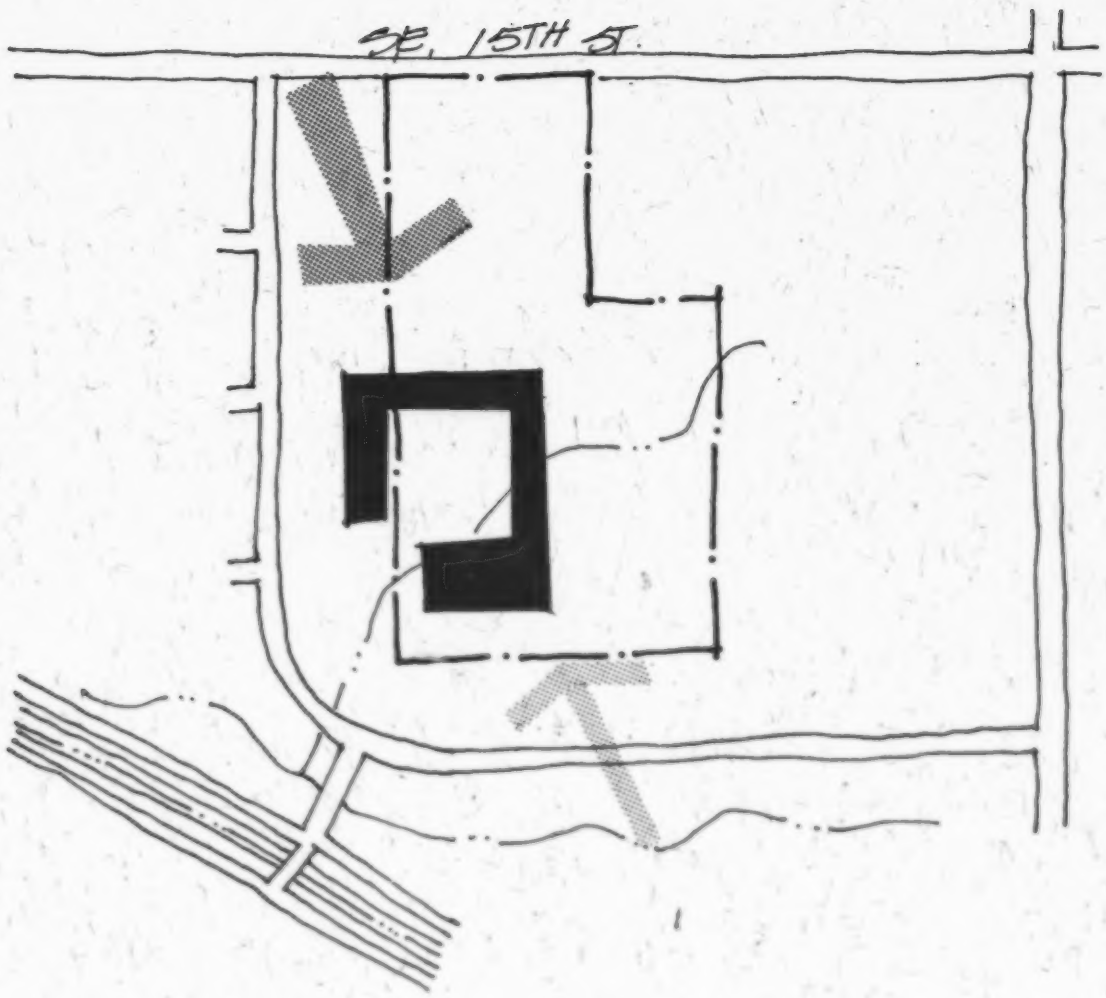
CREATE TWO BASIC BUILDING ZONES: THE ACADEMIC ZONE, FOR SCHEDULED INSTRUCTION, AND THE PUBLIC ZONE.

PRECEPT 4



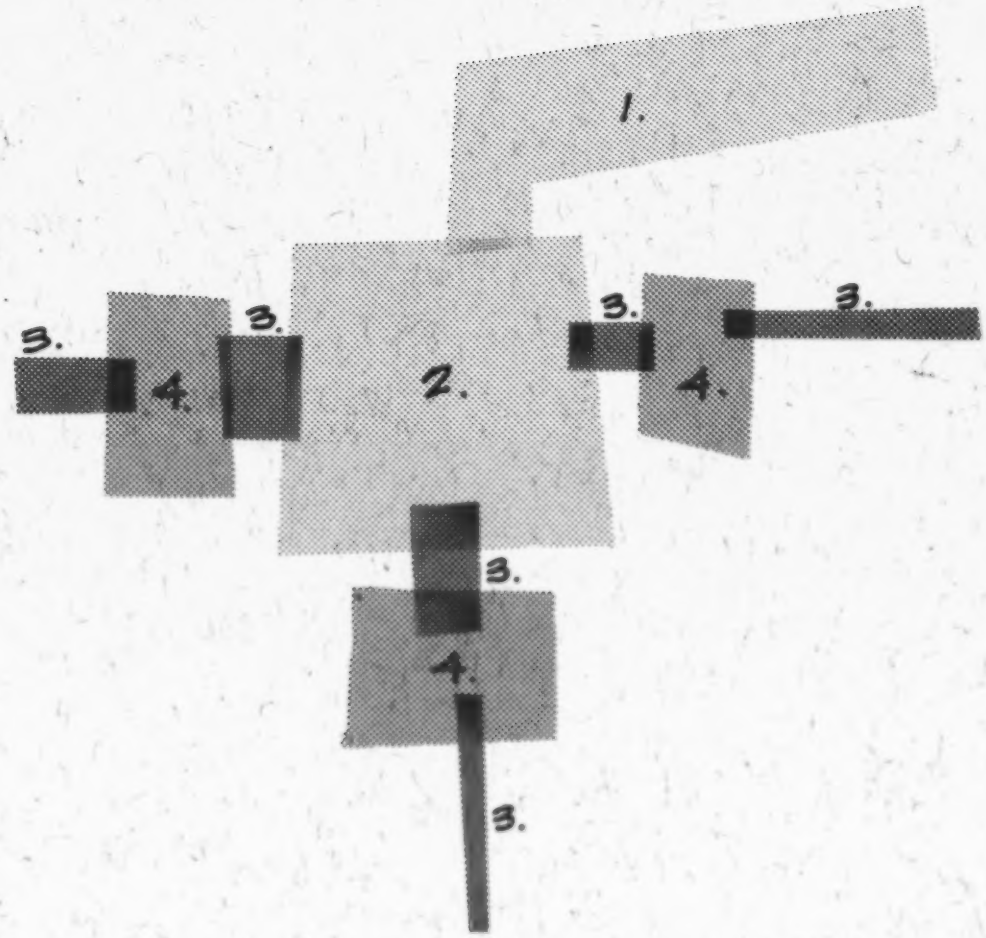
GROUP SPORTS FIELDS AT THE NORTH END TO IDENTIFY THE COLLEGE FROM 15TH STREET AND PERMIT FUTURE EXPANSION TO THE EAST.

PRECEPT 5



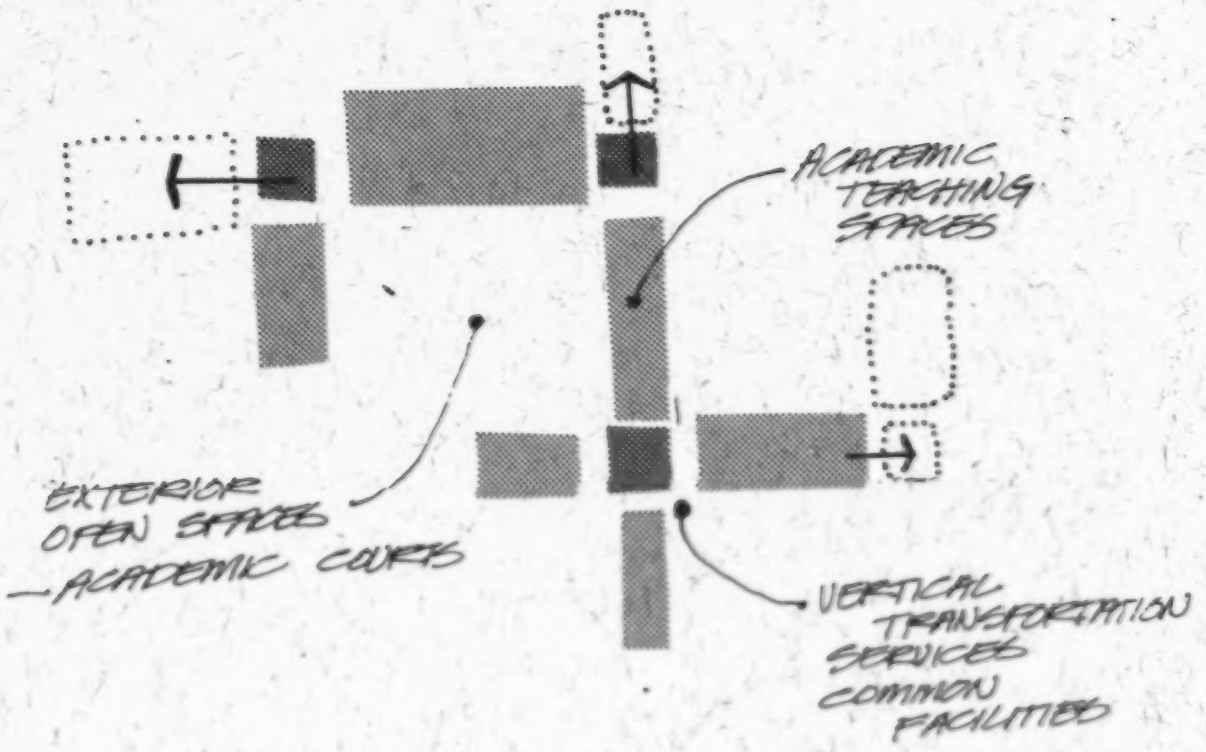
PROVIDE A BUILDING BARRIER THAT PROTECTS FROM WINTER WINDS AND CREATES A FAVORABLE MICRO-CLIMATE.

PRECEPT 6



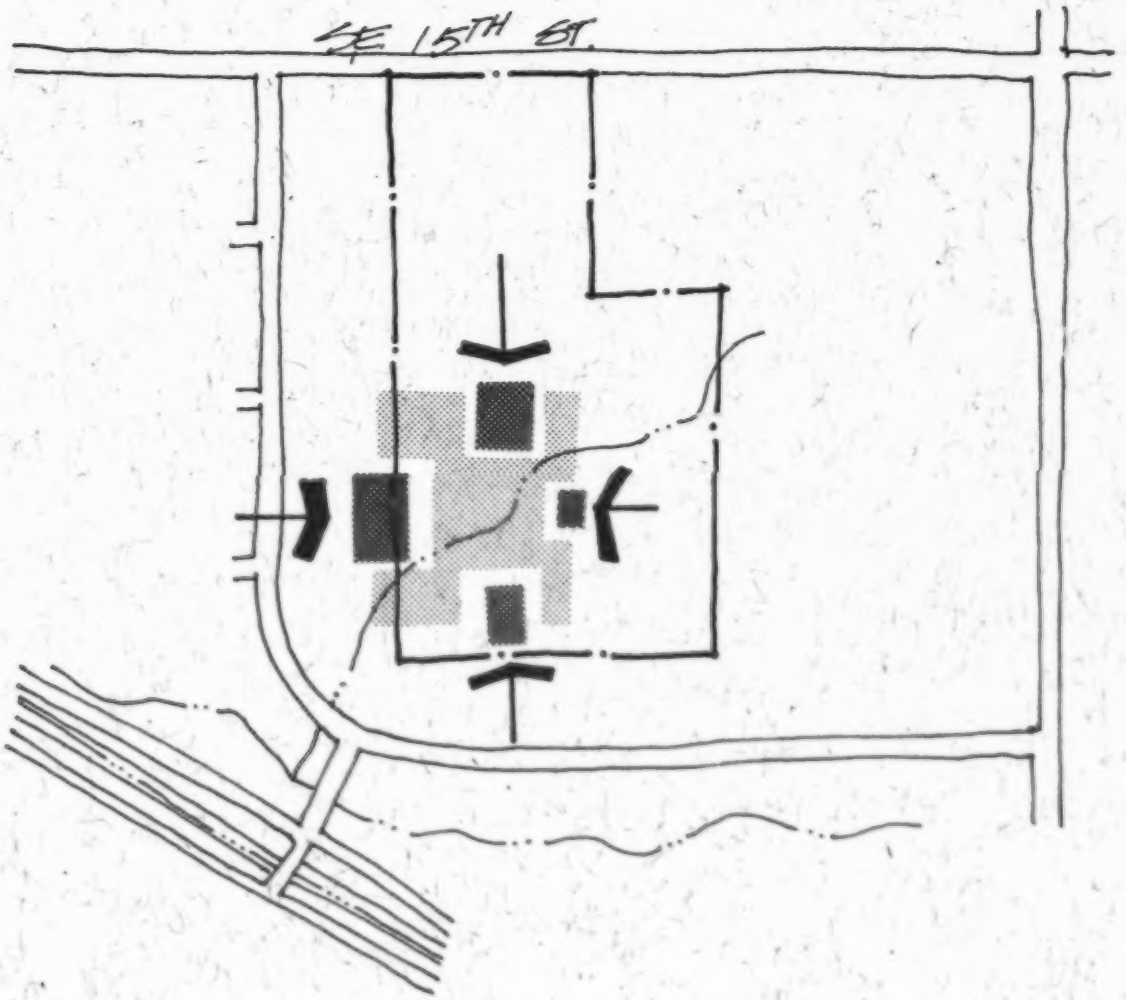
SPECIFIES FOUR KINDS OF ARCHITECTUALLY DEFINED SPACES.

PRECEPT 7


ACADEMIC TEACHING SPACES
EXTERIOR OPEN SPACES — ACADEMIC COURTS
VERTICAL TRANSPORTATION SERVICES COMMON FACILITIES

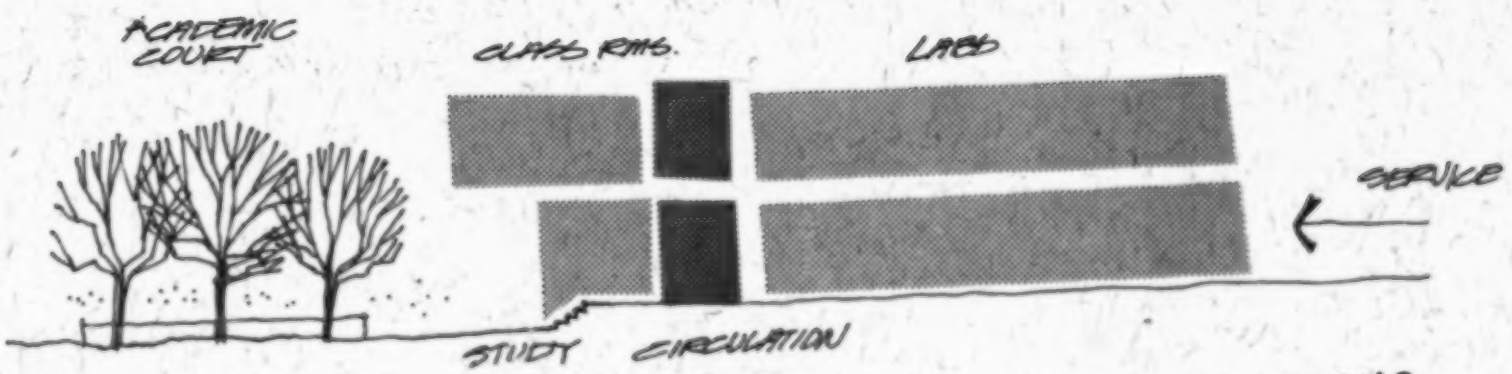
PROVIDES INCREMENTAL GROWTH THROUGH LINKS OF COMMON SERVICE FACILITIES.

PRECEPT 8



PROVIDES THAT THE STUDENT CENTER GROW IN INCREMENTS AS THE CAMPUS GROWS. THE STUDENT CENTER BECOMES AN ACTIVITY GENERATOR AS WELL AS A POINT OF ENTRY.

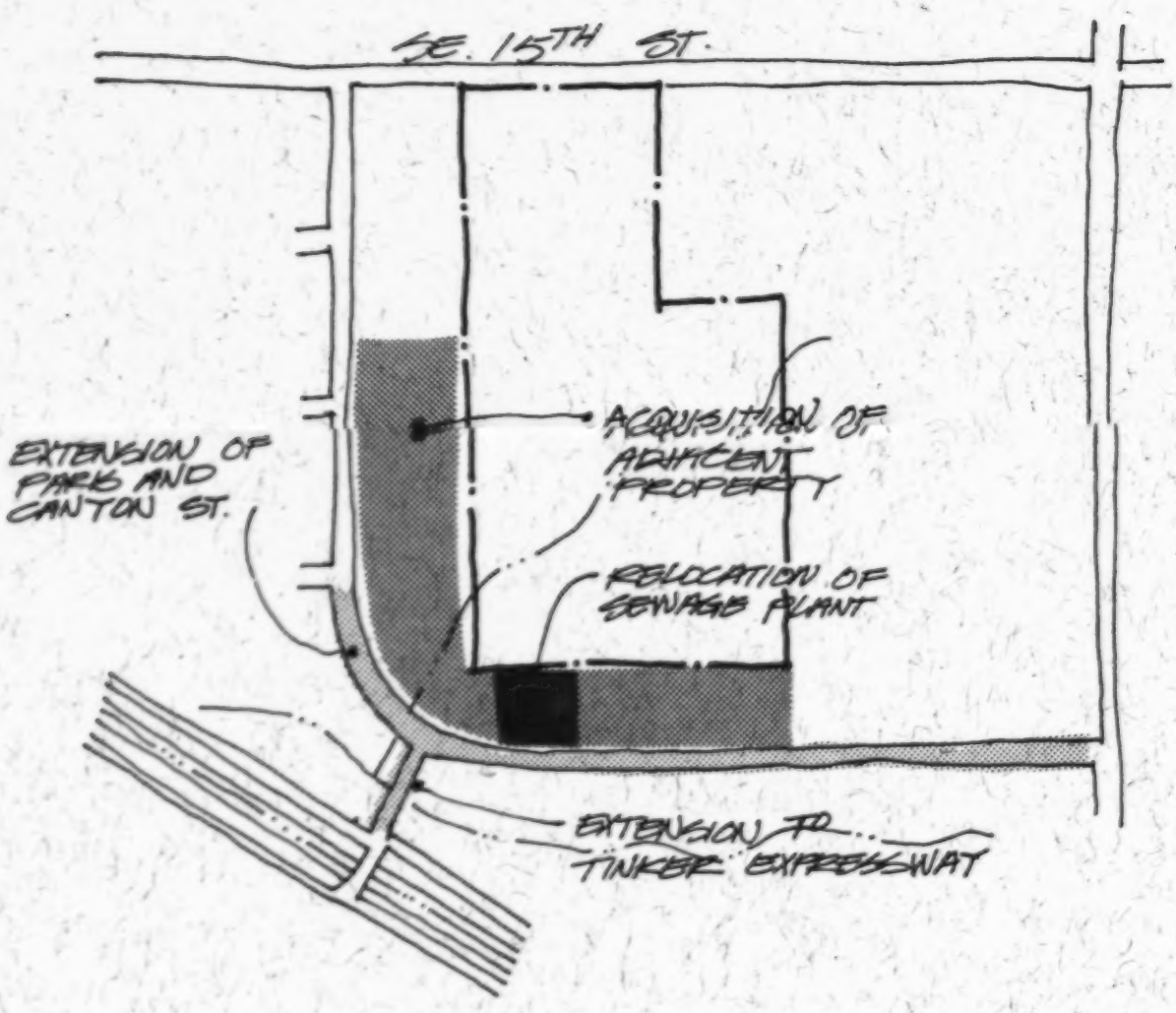
PRECEPT 9



VERTICAL ZONING — SECTION

ORGANIZES THE TEACHING SPACES INTO A VOLUMETRIC ARCHITECTURAL SYSTEM WHICH IS PROGRAMATICALLY COMPLETE IN PACKAGES AND CONVERTIBLE WITHIN ITSELF.

PRECEPT 10


SE. 15TH ST.
EXTENSION OF PARK AND CANTON ST.
ACQUISITION OF ADJACENT PROPERTY
RELOCATION OF SEWAGE PLANT
EXTENSION TO TINKER EXPRESSWAY

DEVELOP THE SURROUNDING AREA AS A COMPLEMENT TO CAMPUS GROWTH AND DEVELOPMENT

PRECEPT 11

FUNCTION - "The physical tasks"

The spaces inside and out should be grouped, sized and shaped to facilitate major tasks in response to the intended prime function.

The underlying idea (concept) should be reinforced by space equipment arrangement so that people and things can move about in an efficient and convenient manner.

All physical problems should be solved.

FORM - "The visual image"

All major and minor forms should exemplify advanced technology and the spi
of the times.

The forms should be skillfully designed, functionally and artistically combined to give refinement without dullness - proper scale, natural use of materials and unity without uniformity.

All major and minor forms should be decisive and have the quality of we-are-what-we-want-to-be.

Each form should have an underlying and meaningful idea (concept) as the concept of a door is in-and-out, the column is propping-up, the open form is inviting-in, and the closed form is keeping-out.

ECONOMY - "Maximum effect with minimum means"

Functional spaces should be planned for efficiency and economy (no fat).

Creativity should be used in paring the non-essentials.

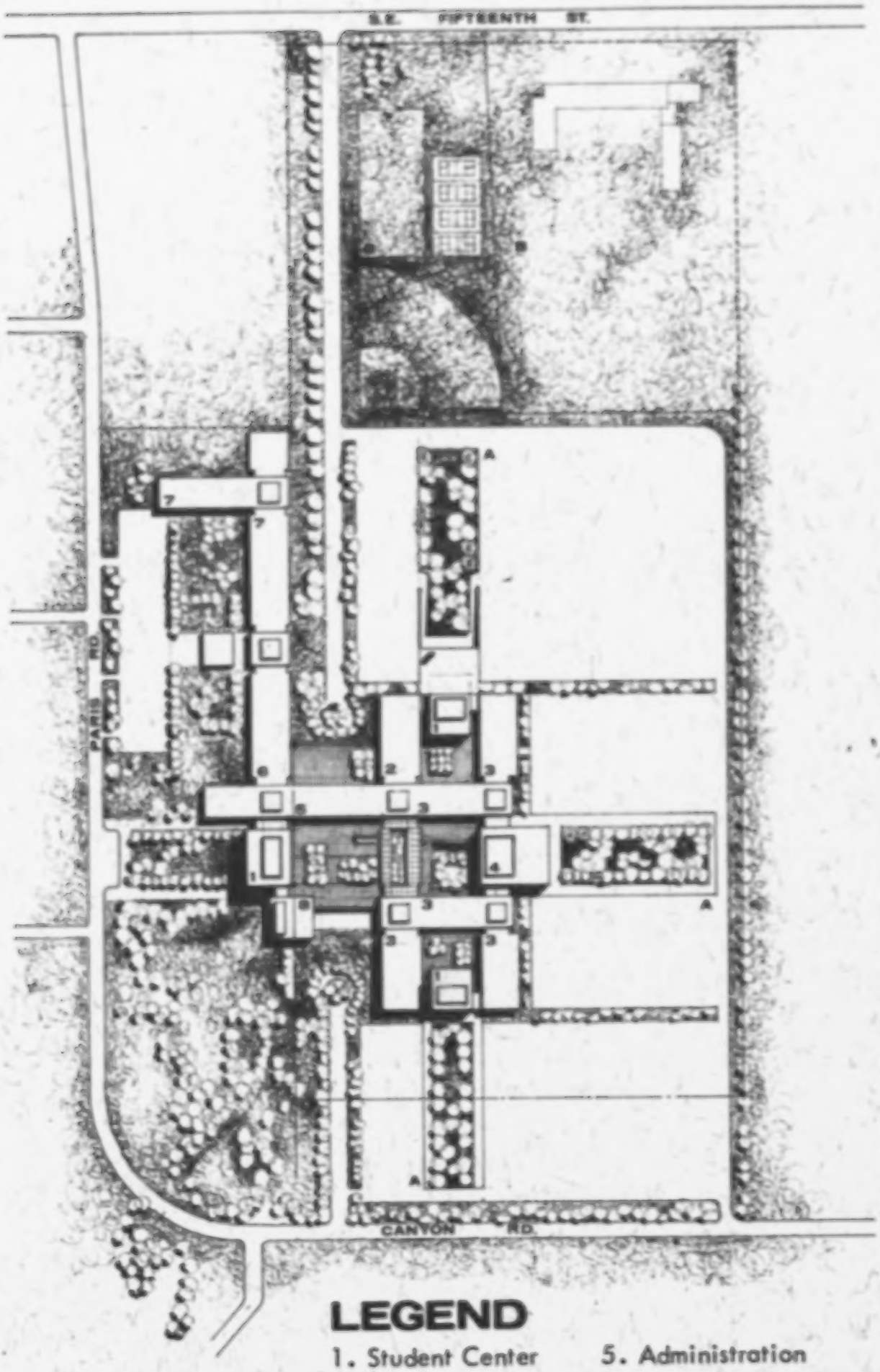
The major and minor systems should be integrated for both visual and monetary economy.

The forms and materials and their spaces should be conceived with restraint necessary to create a harmonious and dignified environment.

"ARCHITECTURE - IS ORDERED SPACE FOR FULFILLING HUMAN NEEDS, BUT IT'S MORE THAN SPACE. IT CONCERNS THE THINGS WHICH ENCLOSE AND CONDITION SUCH SPACE."

PRECEPT 12

IMPLEMENTATION



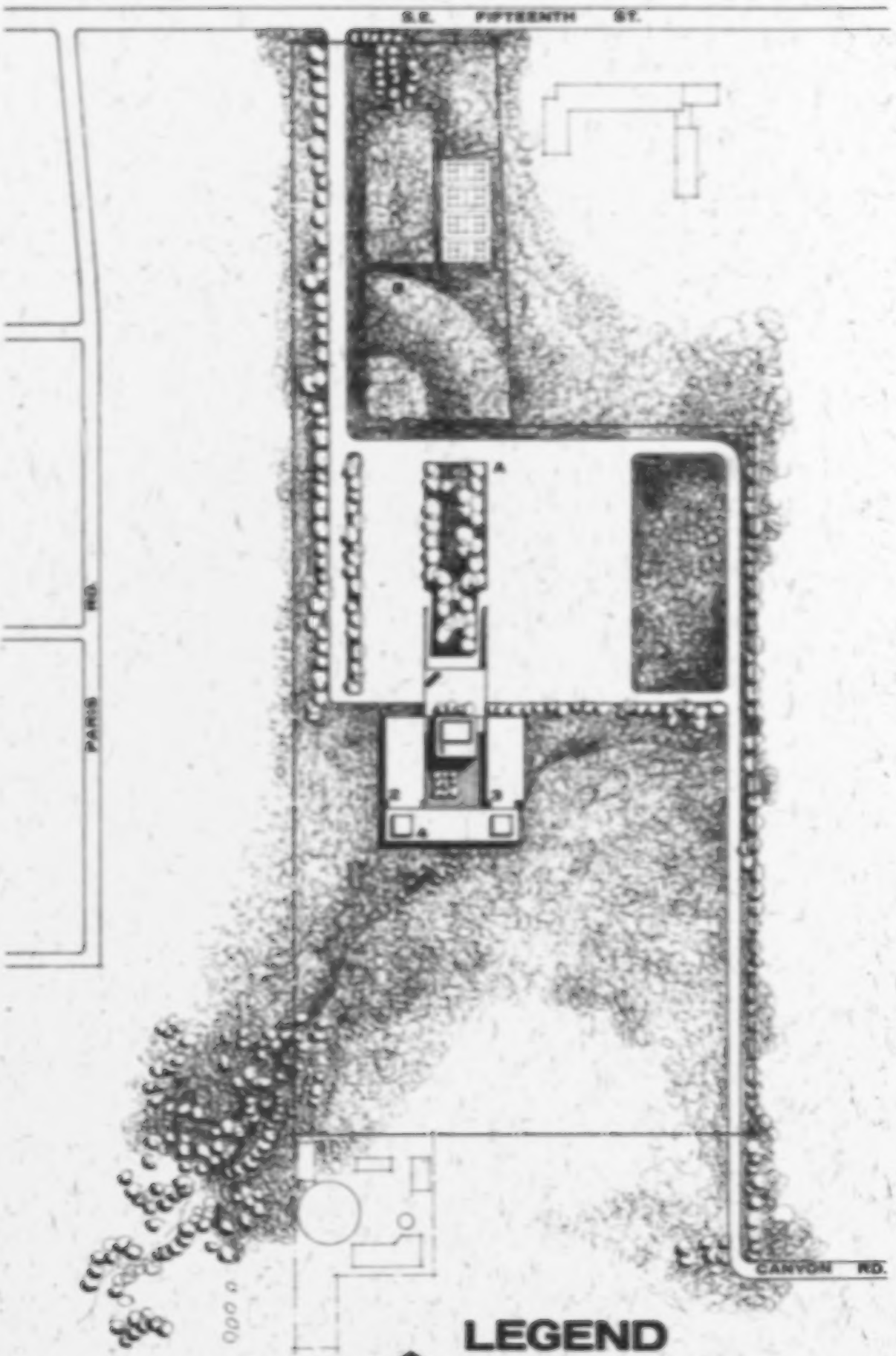
LEGEND

1. Student Center
2. Gymnasium
3. Academic Lab
4. Library
5. Administration
6. Spectator Gym
7. Impulse Learning Center
8. Theatre

A. Parking
B. Playfield

19 November 1968

DEVELOPMENT STUDY



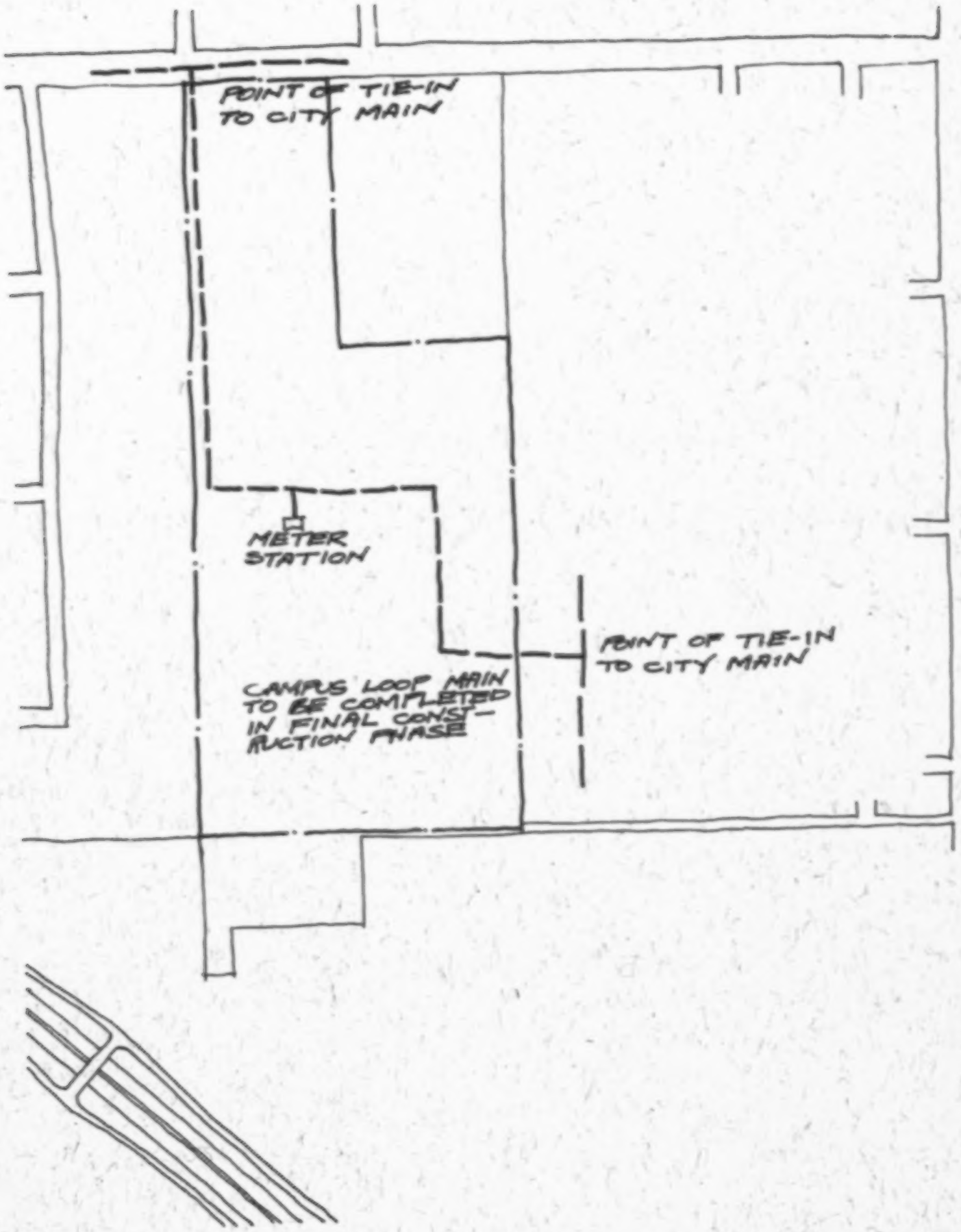
LEGEND

1. Student Center
2. Gymnasium
3. Academic Lab
4. Library

A. Parking
B. Playfield

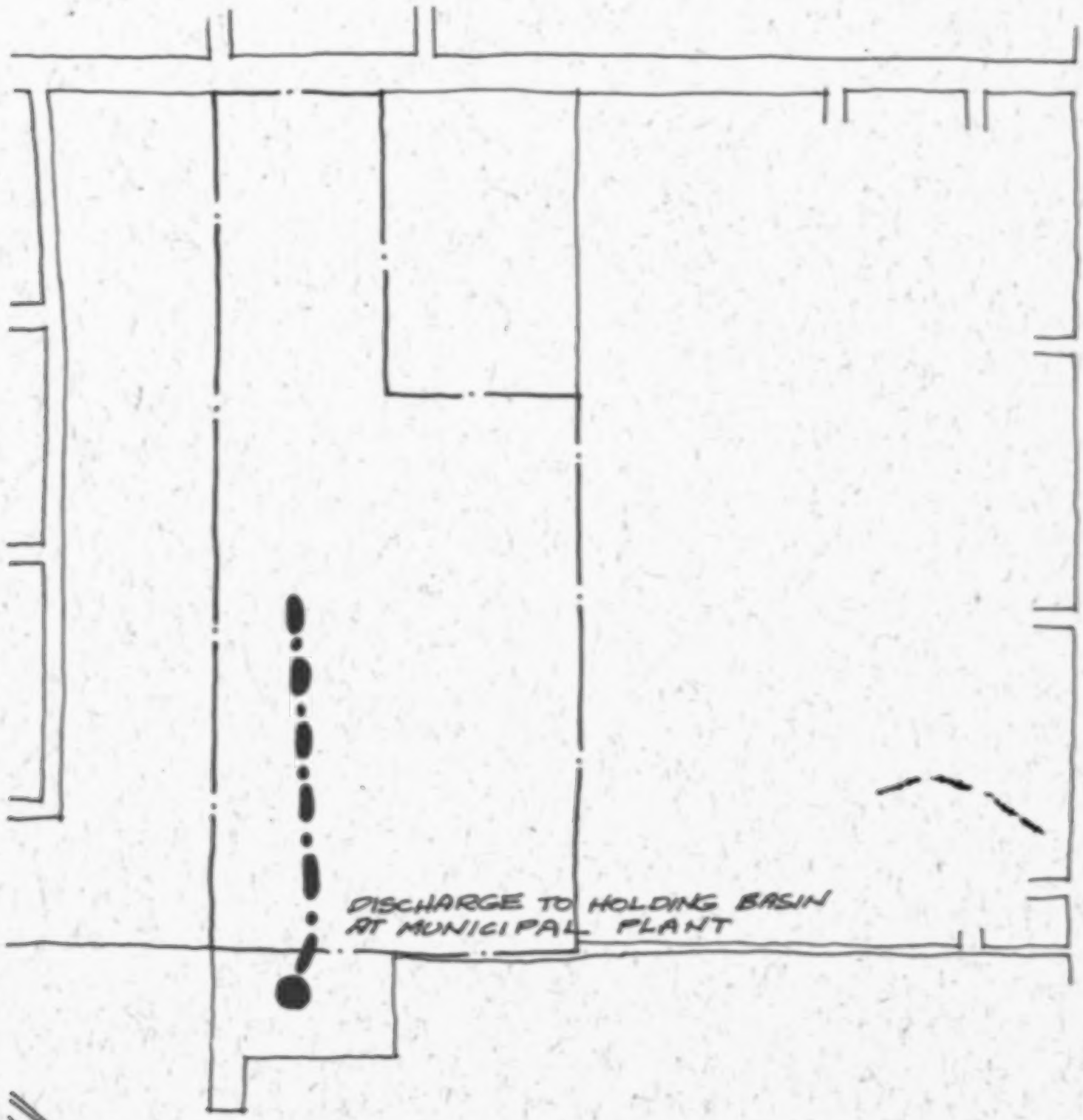
19 November 1968

PHASE 1 STUDY


POINT OF TIE-IN TO CITY MAIN
METER STATION
POINT OF TIE-IN TO CITY MAIN
CAMPUS LOOP MAIN TO BE COMPLETED IN FINAL CONSTRUCTION PHASE

Domestic and fire water supply will be by a campus loop system tying to the Midwest City Municipal mains which border the site to the North and to the East. Completion of the loop system shall be in the final construction phase.

WATER



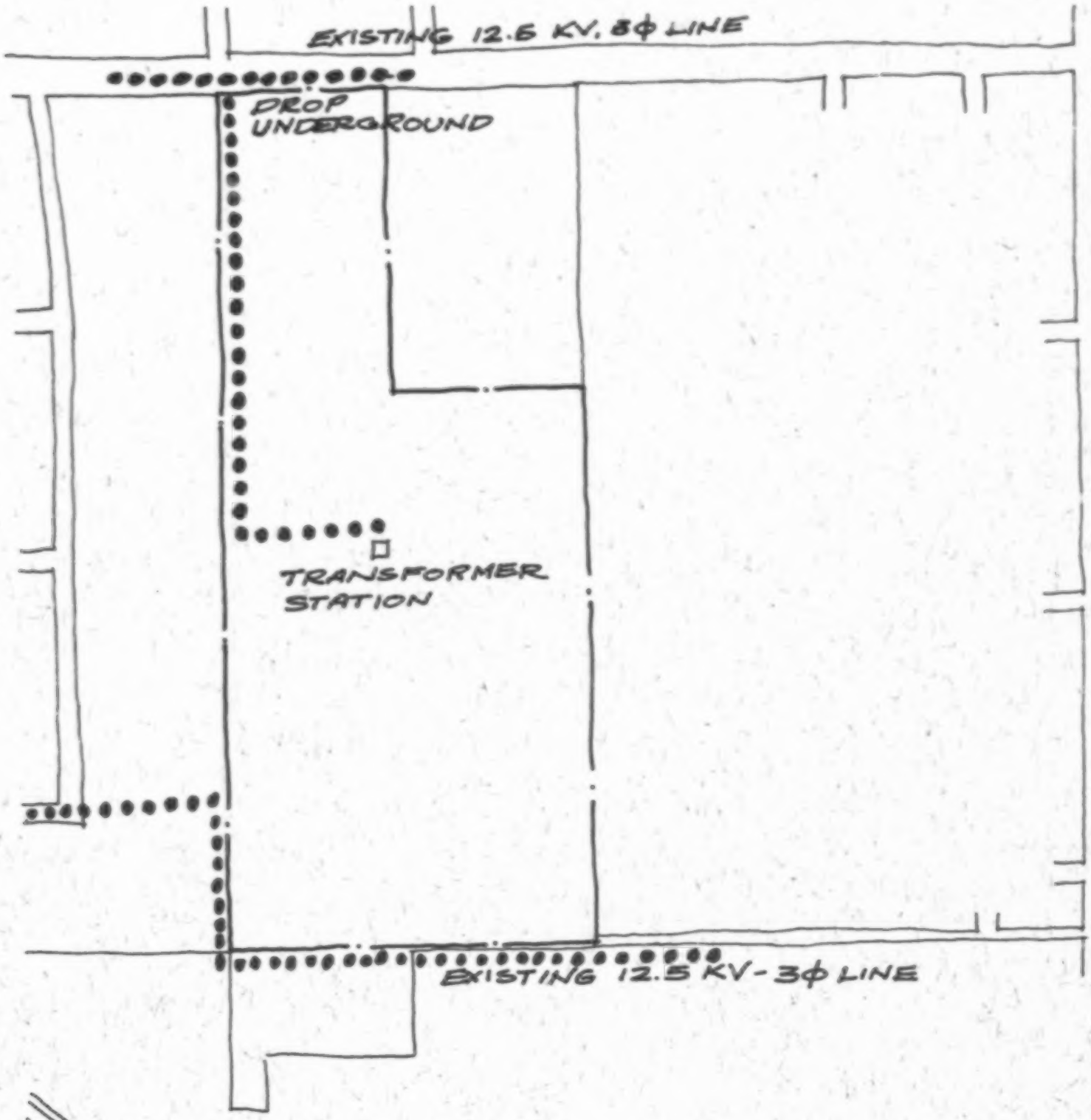
Campus sanitary sewer will be by outfall mains routed directly to the municipal sewage treatment plant south of the site initially. The college main will be extended to a new system when the existing treatment plant is phased out.

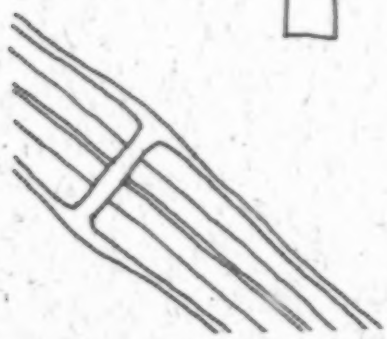
Building storm and site surface drainage shall be routed south of the site to Crutch Creek.

SANITARY SEWER

Campus natural gas service will be by the Oklahoma Natural Gas Company. Connection to the campus distribution system will be by an underground service routed to the central plant meter station via a utility easement through the site.

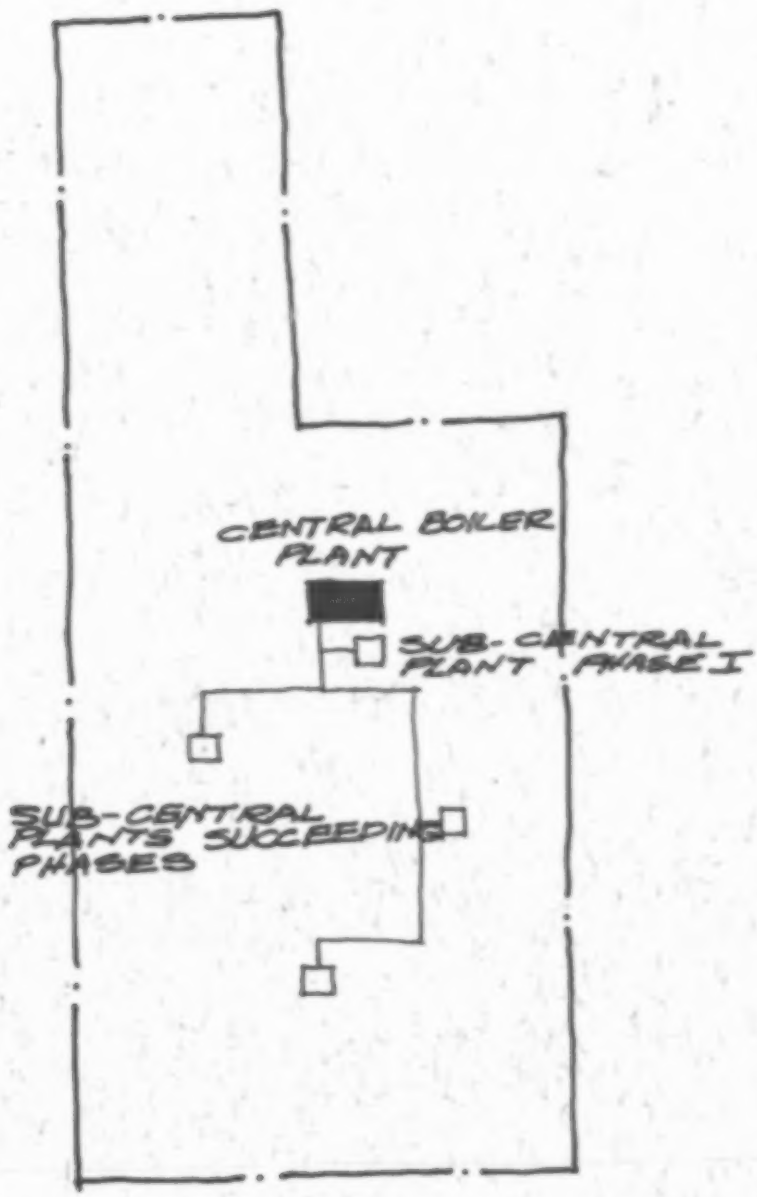
GAS





Power will be available to the campus via high tension lines north of the site along 15th street and south of the site at the property line and Canyon Road, these systems owned and maintained by Oklahoma Gas & Electric Company. Connection to the campus distribution system will be by underground primary cable routed from the central plant transformer station to a point of tie-in to the Oklahoma Gas & Electric system.

POWER



Campus heating and cooling will be by a central plant - sub-central plant facility for distribution of these systems. The campus entrance point for the required primary services will be the central plant housing the steam boilers. Main distribution of steam and power will be from this point to sub-central plants located at load centers. The sub-central plants will house the chilling machines and steam to hot water heat exchangers. Local distribution of chilled water, heating hot water, domestic hot water and power to the respective building systems will be from the sub-contral plants. The sub-central plants shall be sized to accommodate Phase I loads. Additional sub-central plants to be added for Phase 2 and Phase 3.

Associated with the respective sub-central plants will be the environmental building systems: Educational spaces, student center, administrative and office spaces heated and air conditioned by unit room air conditioners and central air handling units. Physical education spaces heated and ventilated by air handlers located within the space.

HEATING & COOLING

PHASE I COMPLETED BY 1970

PHASE II COMPLETED BY 1975

PHASE III COMPLETED BY 1980

PRIORITIES

Preliminary cost estimates for each phase of the campus master plan for Midwest City Junior College, Midwest City, Oklahoma.

10/31/68

Phase I		
a.	Building Cost	$2,970,500
b.	Movable Equipment	594,000
c.	Site Development	387,000
d.	Total (a+b+c)	3,951,500
e.	Land Cost	185,000
f.	Total (d+e)	$4,136,500
Phase II *		
a.	Building Cost	$2,001,000
b.	Movable Equipment	300,000
c.	Site Development	100,000
d.	Total (a+b+c)	$2,401,000
Phase III *		
a.	Building Cost	$3,559,000
b.	Movable Equipment	420,000
c.	Site Development	175,000
d.	Total (a+b+c)	$4,154,000

*Based on current cost data.

COST ESTIMATES

APPENDIX

TABLE I

ESTIMATES OF ENROLLMENT BY PROGRAM PHASE I - 1,000 FTE

PROGRAMS	1st yr FTE	2nd yr FTE	Total FTE
TRANSFER PROGRAMS			700
Architecture	33	17	50
Business	80	45	125
Engineering	80	45	125
Home Economics	25	15	40
Liberal Arts & Sciences	80	45	125
Music/Music Education	35	20	55
Pre-Medical	35	20	55
Public Services	80	45	125
CAREER PROGRAMS			300
Aeronautical Technology	25	15	40
Data Processing	23	12	35
Dental Technology	33	17	50
Electronics	25	15	40
Practical Nursing	50	--	50
Medical Records Technology	30	15	45
Secretarial Science	25	15	40

TABLE 2

SUMMARY OF CONTACT HOURS BY PROGRAM AND MAJOR AREA

PHASE I - 1000 FTE

PROGRAMS	Academic	Science	Engr/V-T
TRANSFER PROGRAMS	5,993	2,155	1,886
Architecture	348	200	301
Business	1,020	695	0
Engineering	1,240	420	420
Home Economics	290	200	75
Liberal Arts & Sciences	1,685	135	0
Music/Music Education	225	60	0
Pre-Medical	435	445	0
Public Service	750	0	1,090

PROGRAMS	Fine Arts	Business	Phys. Ed.	Totals
TRANSFER PROGRAMS	1,055	480	1,400	12,969
Architecture	100	0	100	1,049
Business	0	240	250	2,205
Engineering	0	0	250	2,330
Home Economics	75	0	80	720
Liberal Arts & Sciences	135	0	250	2,205
Music/Music Education	745	0	110	1,140
Pre-Medical	0	0	110	990
Public Service	0	240	250	2,330

PROGRAMS	Academic	Science	Engr/V-T
CAREER PROGRAMS	1,463	584	3,063
Aeronautical Technology	165	0	475
Data Processing	174	0	338
Dental Technology	99	264	370
Electronics	265	200	210
Practical Nursing	250	0	1,400
Secretarial Science	285	0	0
Medical Records Technology	225	120	270

PROGRAMS	Fine Arts	Business	Phys. Ed.	Totals
CAREER PROGRAMS	0	445	600	6,155
Aeronautical Technology	0	0	80	720
Data Processing	0	36	70	618
Dental Technology	0	34	100	867
Electronics	0	0	80	755
Practical Nursing	0	0	100	1,750
Secretarial Science	0	315	80	680
Medical Records Technology	0	60	90	765

TOTAL		PERCENTAGE OF TOTAL
Academic	7,456	38.9%
Science	2,739	14.4%
Engr/V-T	4,949	25.9%
Fine Arts	1,055	5.5%
Business	925	4.8%
Phys. Ed.	2,000	10.5%
Totals	19,124	100 %

CONTACT HOURS BY PROGRAM AND MAJOR AREA: PHASE 1

PROGRAM: Architecture

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	Math		3	33	99
	English		3		99
	Social Science		3		99
Science					
	Biology		4		132
Engr/Vo. Tech					
	Architecture		5		165
Fine Arts	Art		2		66
Business					
Physical Education	PE		2		66
Totals			22		726

Second Year:					
Academic	Humanities		3	17	51
Science	Physical Science		4		68
Engr/Vo. Tech	Architecture		5		85
	Engineering		3		51
Fine Arts	Art		2		34
Business					
Physical Education	PE		2		34
Totals			19		323

CONTACT HOURS:

Academic	348	Fine Arts	100
Science	200	Business	0
Engr/Vo. Tech	30	Physical Education	100

TOTAL 1,049

PROGRAM: Business

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	Business Math		3	80	240
	English		3		240
Science	Geography		3		240
	Lab Science		4		320
Engr/Vo. Tech					
Fine Arts					
Business	Accounting		3		240
Physical Education	PE		2		160
Totals			18		1,440

Second Year:					
Academic	Elective		3	45	135
	Economics		3		135
	Bus.Communication		3		135
	Bus. Law		3		135
Science	Science Elective		3		135
Engr/Vo. Tech					
Fine Arts					
Business					
Physical Education	PE		2		90
Totals			17		765

CONTACT HOURS:

Academic 1,020

Science 695

Engr/Vo. Tech 0

Fine Arts 0

Business 240

Physical Education 250

TOTAL 2,205

PROGRAM: Engineering

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	English		3	80	240
	Analt. Geo/ Calculus		5		400
	Humanities		3		240
Science	Gen. Chemistry		3		240
Engr/Vo. Tech	Engr. Graphics		3		240
Fine Arts					
Business					
Physical Education	PE		2		160
Totals			19		1,520
Second Year:					
Academic	Public Speaking		3	45	135
	Analt. Geo/ Calculus		5		225
Science	Engr. Physics		4		180
Engr/Vo. Tech	Mechanics		4		180
Fine Arts					
Business					
Physical Education	PE		2		90
Totals			18		810

CONTACT HOURS:

Academic	1,240	Fine Arts	0
Science	420	Business	0
Engr/Vo. Tech	420	Physical Education	250

TOTAL 2,330

PROGRAM: Home Economics

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	English		3	25	75
	Literature		2		50
	History		3		75
Science	Chemistry		5		125
Engr/Vo. Tech					
Fine Arts	Design		3		75
Business					
Physical Education	PE		2		50
Totals			18		450
Second Year					
Academic	Marriage & Family		3	15	45
	Psychology		3		45
Science	Biology		5		75
Engr/Vo. Tech	Foods		5		75
Fine Arts					
Business					
Physical Education	PE		2		30
Totals			18		270

CONTACT HOURS

Academic 290

Science 200

Engr/Vo. Tech 75

Fine Arts 75

Business 0

Physical Education 80

TOTAL 720

PROGRAM: Liberal Arts & Sciences

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	English		3	80	240
	Math		3		240
	History		3		240
Science	Foreign Language		4		320
	Elective		3		240
Engr/Vo. Tech					
Fine Arts					
Business					
Physical Education	PE		2		160
Totals			18		1,440

Second Year:					
Academic	Literature		3	45	135
	Political Science		3		135
	History		3		135
Science	Science Elective		3		135
Engr/Vo. Tech					
Fine Arts	Music/Art		3		135
Business					
Physical Education	PE		2		90
Totals			17		765

CONTACT HOURS:

Academic 1,685

Science 135

Engr/Vo. Tech 0

Fine Arts 135

Business 0

Physical Education 250

TOTAL 2,205

PROGRAM: Music/Music Education

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	English		3	35	105
Science					
Engr/Vo. Tech					
Fine Arts	Music Theory		5		175
	Music Literature		3		105
	Band/Choir		3		105
	Piano		2		70
	Voice		2		70
Business					
Physical Education	PE		2		70
Totals			20		700

Second Year:					
Academic	Literature		3	20	60
	Social Science		3		60
Science	Natural Science		3		60
Engr/Vo. Tech	Harmony		4		80
	Band/Choir		3		60
	Piano/Instrumental		2		40
Fine Arts	Applied Music		2		40
Business					
Physical Education	PE		2		40
Totals			22		440

CONTACT HOURS:

Academic 225

Fine Arts 745

Science 60

Business 0

Engr/Vo. Tech 0

Physical Education 110

TOTAL 1140

PROGRAM: Pre-Medical

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	English		3	35	105
	Math		3		105
	Elective		3		105
Science	Biology		3		105
	Chemistry		4		140
Engr/Vo. Tech					
Fine Arts					
Business					
Physical Education	PE		2		70
Totals			18		630

Second Year:					
Academic	Elective		3	20	60
	Political Science		3		60
Science	Biology		3		60
	Organic Chemistry		3		60
	Physics		4		80
Engr/Vo. Tech					
Fine Arts					
Business					
Physical Education	PE		2		40
Totals			18		360

CONTACT HOURS:

Academic 435

Science 445

Engr/Vo. Tech 0

Fine Arts 0

Business 0

Physical Education 110

TOTAL 990

PROGRAM: Public Service

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	Communications		3	80	240
	Sociology/ Psychology		3		240
Science					
Engr/Vo. Tech	Specialized Courses (Fire, Law Enf., Social Work)		8		640
Fine Arts					
Business	Business/Public Speaking		3		240
Physical Education	PE		2		160
Totals			19		1,520

Second Year:					
Academic	Government		3	45	135
	Elective		3		135
Science					
Engr/Vo. Tech	Specialized Courses (Fire, Law Enf., Social Work)		10		450
Fine Arts					
Business					
Physical Education	PE		2		90
Totals			18		810

CONTACT HOURS:

Academic 750

Science 0

Engr/Vo. Tech 1,090

Fine Arts 0

Business 240

Physical Education 250

TOTAL 2,330

PROGRAM: Aeronautical Technology

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	Applied Communications		3	25	75
Science	Aircraft Science		3		75
Engr/Vo. Tech	Drafting		2		50
	Airframe systems		5		125
	Welding/Frame assemble		3		75
Fine Arts					
Business					
Physical Education	PE		2		50
Totals			18		450

Second Year:					
Academic	Applied Communications		3	15	45
	Government		3		45
Science					
Engr/Vo. Tech	Power Plant Systems		6		90
	Power Plant Construction		4		60
Fine Arts					
Business					
Physical Education	PE		2		30
Totals			18		270

CONTACT HOURS:

Academic 165 Fine Arts 0

Science 0 Business 0

Engr/Vo. Tech 475 Physical Education 80

TOTAL 720

PROGRAM: Data Processing

First Year:	Course	Credits	Contacts Hours	Students	Total Contact Hours
Academic	English		3	23	69
	Social Science		3		69
Science					
Engr/Vo. Tech	Intro. To Data Proc.		4		92
	Systems & Problem Definition		3		69
	Computer Math & Logic		3		69
Fine Arts					
Business					
Physical Education	PE		2		46
Totals			18		414

Second Year:					
Academic	Social Science		3	12	36
Science					
Engr/Vo. Tech	Programming		3		36
	Data Proc/Acct. Systems		3		36
	Computer Math & Logic		3		36
Fine Arts					
Business	Business Org.		3		36
Physical Education	PE		2		24
Totals			17		204

CONTACT HOURS:

Academic	174	Fine Arts	0
Science	0	Business	36
Engr/Vo. Tech	338	Physical Education	70

TOTAL 618

PROGRAM: Dental Technology

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	English		3	33	99
Science	Biology		4		132
	Chemistry		4		132
Engr/Vo. Tech	Dental Science		4		132
Fine Arts					
Business					
Physical Education	PE		2		66
Totals			17		561
Second Year:					
Academic	Roentgenology		2	17	34
	Oral Dental Anatomy		4		68
	Dental Science		4		68
Science	Dental Lab Procedures		2		34
	Operating Room Procedures		2		34
Engr/Vo. Tech					
Fine Arts					
Business	Accounting		2		34
Physical Education	PE		2		34
Totals			18		306

CONTACT HOURS:

Academic	99	Fine Arts	0
Science	264	Business	34
Engr/Vo. Tech	370	Physical Education	100

TOTAL 867

PROGRAM: Electronics

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	English		3	25	75
	Math		4		100
Science	Physics		4		100
	Chemistry		4		100
Engr/Vo. Tech	Engr. Drawing		3		75
Fine Arts					
Business					
Physical Education	PE		2		50
Totals			20		500

Second Year:					
Academic	Calculus/ Analt. Geo.		3	15	45
	Elective		3		45
Science					
Engr/Vo. Tech	Electrical Circuits		4		60
	Electronics		5		75
Business					
Physical Education	PE		2		30
Totals			17		255

CONTACT HOURS:

Academic 265

Science 200

Engr/Vo. Tech 210

Fine Arts 0

Business 0

Physical Education 80

TOTAL 755

PROGRAM:

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	Elective		2	50	100
	Communications		3		150
Science	Anatomy & Physiology		3		150
	Basic Nursing		22 (4 lect., 18 lab)		1100
Engr/Vo. Tech	Nutrition		3		150
Fine Arts					
Business					
Physical Education	PE		2		100
Totals			35		1750

Second Year: ONE YEAR PROGRAM

Academic
Science
Engr/Vo.
Fine Arts
Business
Physical Education

Totals

CONTACT HOURS:

Academic 250

Science 0

Engr/Vo. Tech 1400

Fine Arts 0

Business 0

Physical Education 100

TOTAL 1750

PROGRAM: Medical Records Technology

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	Applied Communications		3	30	90
Science	Anatomy & Physiology		4		120
	Medical Terminology		3		90
Engr/Vo. Tech	Medical Records Science		3		90
Fine Arts					
Business	Typing		2		60
Physical Education	PE		2		60
Totals			17		510

Second Year:					
Academic	American Civ.		3	15	45
	Applied Psy.		3		45
	Elective		3		45
Science					
Engr/Vo. Tech	Medical Records Science		6		90
Fine Arts					
Business					
Physical Education	PE		2		30
Totals			17		255

CONTACT HOURS:

Academic 225 — Fine Arts 0

Science 120 — Business 60

Engr/Vo. Tech ____ — Physical Education 90

TOTAL 765

PROGRAM: Secretarial Science

First Year:	Course	Credits	Contact Hours	Students	Total Contact Hours
Academic	English		3	25	75
	Bus. Math		3		75
Science					
Engr/Vo. Tech					
Fine Arts					
Business	Accounting		3		75
	Typing		3		75
	Shorthand		3		75
Physical Education	PE		2		50
Totals			17		425

Second Year:					
Academic	Economics		3	15	45
	Bus. Communication		3		45
	Bus.Law		3		45
Science					
Engr/Vo. Tech					
Fine Arts					
Business	Shorthand		3		45
	Typing		3		45
Physical Education	PE		2		30
Totals			17		255

CONTACT HOURS:

Academic 285

Science 0

Engr/Vo. Tech 0

Fine Arts 0

Business 315

Physical Education 80

TOTAL 680

PHASE I: SPACE PROJECTION CRITERIA
1,000 FTE

1. Assumptions for Calculation of Instructional Space:

Available periods per week = 40
Utilization of classrooms = 75%
Utilization of laboratories = 65%
Utilization of classroom student stations = 67% (Okla. Guide)
Utilization of lab student stations = 80% (Okla. Guide)

2. Space Parameters for Instructional Space:

General Classroom	16 S.F./S.S. (Okla. Guide)
Language Labs	25 S.F./S.S.
Science Labs	75 S.F./S.S. (Okla. Guide)
Vocational Labs (mostly technical)	80 S.F./S.S.
Fine Arts Labs	75 S.F./S.S. (Okla. Guide)
Business Labs	38 S.F./S.S. (Okla. Guide)
Physical Education	150 S.F./S.S.

3. Classroom Space Required

Academic:	7,296 C.H. X .800 S.F./C.H.	= 5,837 S.F.
Science:	1,806 C.H. X .800 S.F./C.H.	= 1,445 S.F.
Engr/V-T:	1,864 C.H. X .800 S.F./C.H.	= 1,491 S.F.
Fine Arts:	280 C.H. X .800 S.F./C.H.	= 225 S.F.
Business	396 C.H. X .800 S.F./C.H.	= 317 S.F.
Phys. Ed:	None:	
		9,315 S.F.
Classroom Net Area		
Service 7 %		652 S.F.
TOTAL CLASSROOM SPACE:		9,967 S.F.

4. Lab/Shop Space Required:
(In areas of low activity within a specialized lab our calculations may produce a fraction of a lab. In these cases it is necessary to increase the space required to at least one complete lab.)

Academic:	160 C.H. X 1.20 S.F./C.H.	(192 S.F.)
	Increase to:	600 S.F.
Science:	933 C.H. X 3.61 S.F./C.H.	3,368 S.F.
Engr/V-T:	3,085 C.H. X 3.85 S.F./C.H.	11,877 S.F.
Fine Arts:	775 C.H. X 3.61 S.F./C.H.	2,798 S.F.
Business:	529 C.H. X 1.83 S.F./C.H.	968 S.F.
	(the above lab parameters include service)	
Phys. Ed:	2,000 C.H. X 6.70 S.F./C.H.	14,420 S.F.
	35% PE service/storage	5.047 S.F.
TOTAL LAB/SHOP SPACE:		39,078 S.F.

5. Faculty Offices:

Faculty/FTE Ratio = 1:25 = 40 Faculty Members

10 Department Chairmen @ 126 S.F.	1,260 S.F.
30 Faculty @ 100 S.F. each	3,000 S.F.
(2 man office = 200 S.F.)	
25% Related Service	1,065 S.F.
TOTAL FACULTY OFFICES	5,325 S.F.

6. Library Space:
(Oklahoma guidelines call for seating of 20% of the FTE enrollment. However, no residential facilities will be provided so it is logical to expect a somewhat heavier load on the library study facilities. Thus, space projections are based on seating 25% in accordance with ALA recommendations for junior colleges.)

Seating: 250 S.S. @ 35 S.F./S.S.	8,750 S.F.
Stack Space: 20,000 Vols @ .1 S.F./Vol.	2,000 S.F.
Library Services: 25% of the above	2,688 S.F.
Audio Visual Facilities	2,000 S.F.
TOTAL LIBRARY	15,438 S.F.

7. Administrative Space:

Counseling and Testing	.25 S.F./FTE	
Health Services	.50 S.F./FTE	
Administration Offices	5.00 S.F./FTE	(Okla. Guide)
	5.75	
TOTAL ADMINISTRATIVE SPACE:	5.750 S.F.	

8. Study Facilities:

Student Study Areas	100 S.F. @ 20 S.F.	2,000 S.F.
Student Storage Areas	1,000 FTE X 1.0 S.F.	1,000 S.F.
TOTAL STUDY FACILITIES:		3,000 S.F.

9. Building Services:
Survey of 10 junior college projects indicates need for approximately 4.00 S.F./FTE at this enrollment level.

TOTAL BUILDING SERVICES: 4,000 S.F.

STUDENT CENTER SPACE PROJECTIONS
1,000 FTE

Student Center Offices		700 S.F.
Student Dining	200 seats @ 15 S.F.	3,000 S.F.
Faculty Dining	20 seats @ 15 S.F.	300 S.F.
Kitchen:		2,400 S.F.
Snack Bar:	80 seats @ 15 S.F. + serving	1,700 S.F.
Student Lounge:	80 seats @ 20 S.F.	1,600 S.F.
Faculty Lounge:		300 S.F.
Game Rooms:	1.25 S.F./FTE X 1,000 FTE	1,250 S.F.
Activity Rooms		500 S.F.
Coat Storage:	Serve 50% of seating in S.C.	105 S.F.
Bookstore:	2.00 S.F./FTE X 1,000 FTE	2,000 S.F.
Misc. Storage		1,500 S.F.
Total Net Area		15,355 S.F.
Total Gross Area (Gross = Net/.70)		21,936 S.F.

SITE DEVELOPMENT CRITERIA
PHASE 1 - 1,000 FTE

1. Parking:

Students:	75% or FTE =	750 Spaces
Faculty/Staff:	1:15 FTE =	67 Spaces
Visitors:	1:150 FTE =	7 Spaces
		824 Spaces
360 S.F./Space	=	296,640 S.F (6.8 Acres)

2. Physical Education Fields:

Touch Football	46,400 S.F.
Softball	50,625 S.F.
Baseball	168,000 S.F.
Tennis 2 courts	14,400 S.F.
Multi-purpose Area	6,000 S.F.
Sub-Total P.E. Fields	285,425 S.F.
Less 10% overlap	-28,543 S.F.
TOTAL P.E. FIELDS	256,882 S.F. (5.9 Acres)